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AN ATHLETIC PROGRAM

FOR ELEMENTARY SCHOOLS

Arranged According to Seasons

BY

LEONORA ANDERSEN, B.S.

ILLUSTRATED

NEW YORK

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FOREWORD

We have all seen playgrounds where baseball was being taught to girls of freshman college age, and many of us have wondered whether it was worth while for the girls to have gotten into middies and bloomers for the lesson. The pitcher was so poor that the batter got very little satisfaction from her turn at bat, the basemen and infielders were so wild in their judgment as to where to throw the ball and so slow and inaccurate in throwing that much time was wasted, the outfielders did little but stand around, the line waiting for a turn at bat showed little interest in the game, and with good reason. At the end of a half hour game period the amount of organic stimulation for the group had been almost nil and the learning process had made little advance.

Was it the girls' fault? Had they failed to profit by previous training? Looking into their past experience it is likely to be found that they have never had a sufficient amount of practice in throwing and catching a ball to result in any skill in this basic play activity. Neither have they played games such as three-old-cat, scrub, etc., which would have given them some idea of the rules and technique of baseball. When confronted with learning the game, with its complicated rules and its demand for skill in handling a ball and bat they were at a colossal disadvantage.

More and more the idea gains ground that complicated team games should be split into their elements to be taught to groups of children. Simple games are being devised and used which involve throwing and catching a ball, running to base, tagging a runner, judging distance and batting with hand or bat. They serve the purpose of offering a type of game which appeals to an age which is younger than the team game age and which is sufficiently compact so that it provides for the participation of all the children at once. They are learning the basic skills of the game and getting an idea of its rules and strategy under conditions so simple as to be easily understood.

A half hour's lesson under these conditions will bring organic stimulation to every member of the group and will afford an amount of practice in the fundamentals of the game that will result in real progress in learning it.

Already considerable has been done here and there in working out a practical application of this idea. Wherever such situations are reported they are spoken of as resulting in a distinct advance in the method of handling organized play for groups of children.

There is now real need of a book which will present a program of games built out of fundamental game elements, graded and adapted for use in school conditions. In order to be of full benefit to either the trained or the untrained teacher who may refer to it for help, such a book must be based on careful experimental work in which the games have been tried out on groups of children before they are recommended to the public. Painstaking care must also be taken to give accurate descriptions and directions for teaching and managing the games at each stage.

Such a book is AN ATHLETIC PROGRAM ARRANGED ACCORDING TO SEASONS. As a result of the thought and experiment which have preceded its writing, and the care which the author has taken for clear presentation, the book should prove a welcome addition to our resources for managing the supervised play period of children of the upper elementary and junior high school ages.

J. ANNA NORRIS.

UNIVERSITY OF MINNESOTA,
February, 1927.

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INTRODUCTION

Much teaching of games is unsatisfactory both to the teacher and to the pupils in that it lacks continuity. There is no definite progression from lesson to lesson, no relationship between the day's work and what has gone before or what may follow. Consequently there is not the resultant feeling of satisfaction that accompanies a unified program. In mapping out this seasonal athletic program the author's aim has been to set forth a method of teaching which seeks to develop certain coördinations and to perfect certain skills, thereby securing a logical progression from lesson to lesson throughout the year.

Observation of children on the playground in their free play leads to the conviction that a seasonal organization centering around one game will lead to much greater pleasure, hence to more frequent repetitions of the games and therefore to greater social and physical benefits. Every year during the football season many imitations of the game of varying degrees of simplicity appear in the free play of children of all ages. Basket ball appears in its season and all attention is centered about this game for a time. In the spring comes Baseball with an organization of innumerable teams which include practically every boy from the third grade through the eighth and a great many girls. Girls are gradually being freed from the pressure of a tradition that it is unlady-like to throw a ball as well as a boy can throw it, and in time to come if they, as well as boys, are encouraged and given the opportunity to develop the fundamental skills in early childhood, they will find the same keen pleasure in athletic activities that boys find in them to-day. This is shown by the fact that the occasional girl who plays baseball or some other game with her brothers is often as skillful a player as any boy, as the records of skill tests show in some instances. Development of skill depends upon practice and the lack of skill should be considered to be due to lack of practice rather than to any inherited disability.

The aim of this outline is not to develop star athletes but to give each individual, the girl as well as the boy, an opportunity to develop sufficient control over his body to enable him to get pleasure from physical activities, and thus to develop habits of exercise which will continue in later life. If we can succeed in this we shall have gone at least one step toward solving the problems of our present system of athletics. We need more people who enjoy playing games and fewer people who prefer to sit idly by watching a few stars perform. Will not a program that seeks to bring pleasure as well as to develop skill help to accomplish this end?

Because of the great benefits to be derived from play in the open air the fall and the spring programs have been planned entirely for out-of-door use, and it is equally desirable to teach the winter program out-of-doors when weather permits; but as this is not the case in many sections of the country the winter program has been outlined with an indoor situation in mind. Many of the activities can be and should be played out-of-doors on mild winter days. A short period of brisk activity in the open air is much to be preferred to a longer period in the ill-ventilated, poorly lighted rooms often set aside for physical activities. Every school should have at least part of its playground surfaced in such a way that it can be played upon almost immediately after a rain. If the playground is very large grass will give the most satisfactory play surface for the larger part of the area set aside for play, but two or three courts large enough for team games should be surfaced with asphalt, macadam or gravel in order that after rain the children need not be kept indoors merely because the ground is muddy. Care must be taken if outdoor work is planned in cold weather to keep the children so active that they do not become chilled. If this be done, no harm can result. It is only by conducting play in the open air that we can hope to inspire children with such a love for outdoor activity that it will carry over into adult life.

The work described in this book is not intended to serve as a complete outline of Physical Education activities for the elementary schools. The values to be derived from Rhythms, Story Plays, Folk Dancing, Clogging, Stunts, and many types of games

other than those offered here are such as to give them an undisputed place in any adequate program of Physical Education. For an outline of such activities the reader is referred to a forthcoming volume, "Outline of Physical Education for the Elementary School." It is suggested that if there are daily periods of twenty or thirty minutes for physical education that three days a week be devoted to this Seasonal Athletic Program and that the remaining two days be divided between the other types of activity suitable for the different groups. Clark Hetherington has stated that from three to four hours of big muscle activity are needed daily by a child in order to insure proper development of the body, so it is to be hoped that the time allotment will be no less than that mentioned above. If the time is less than this it must be remembered that that portion devoted to the athletic program is more efficacious than some other types of work because of the natural interest in such play and because of the consequent carry-over into after-school hours.

This type of program has been in use for several years in the training school of the Illinois State Normal University and in a number of public schools where graduates of the school are teaching, and it has met with much success. Much of the material has been given in mimeographed form to the classes in the Normal University and it is largely because of requests that have come from teachers using this material in the public schools that it is now being put into book form. The aim of the book is to give practical help in organizing and conducting play activities to the teacher in the elementary school, who has had little or no training in physical education, and to offer the teacher of some training a definite program of procedure adapted to the needs of growing children.

Grateful recognition is here given to the friends who have helped in the preparation of this book and to the authors and publishers who have generously granted permission to use material from their publications. Special acknowledgment is given to Miss Lora M. Dexheimer of the Training School of Illinois State Normal University for valuable criticism and help; to Miss Florence McKinley of the Physical Education Department of the same school for trying out much of the material presented in the book;

to Professor C. N. Mills of the Mathematics Department for helping with the statistical material; and to Miss Ruth Glassow of the State Agricultural College, Corvallis, Oregon, for advice on many of the games and the tests. Acknowledgment is also made to the following members of the class of 1924 of the Illinois State Normal University: to Miss Alice Bonar of the public schools of Clinton, Illinois; to Miss Florence Jack of the public schools of Forrest, Illinois; to Miss Ruth Harrison of the public schools of River Rouge, Michigan; to Miss Mary Hunter of the public schools of Lincoln, Illinois; and to Miss Cleo Tanner of the public schools of Gibson City, Illinois, who have so generously devoted their time and effort to giving the tests.

LEONORA ANDERSEN.

Part I

FALL ATHLETIC PROGRAM

CHAPTER I

THIRD AND FOURTH GRADES

A PROGRESSION OF GAMES LEADING TO LINE SOCCER

The game selected for the fall program for the third and the fourth grades to illustrate the principles set forth in the introduction, is Line Soccer. This is a game of simple organization which involves a certain amount of team work and yet offers enough opportunity for individual effort to make it interesting to children of this age. It is a game they enjoy and will play often in after-school time, a point much in its favor in consideration of the small amount of time devoted to physical activity during the school day. The game of Line Soccer itself, however, is not introduced at the beginning of the season but is prepared for gradually through a series of equally interesting but simpler games. Through these games the children acquire skill in the fundamentals of the more complex game, and they therefore derive much more pleasure from Line Soccer than they can when it is presented with no such preliminary preparation.

One of the most successful ways of maintaining an interest in games is to have a definite team organization. At the beginning of the term each class elects its captains, the number of captains depending upon the number of pupils in the room. Each team should have not fewer than ten and not more than fifteen members. If in the third and the fourth grades, there are four captains, two of these should be boys and two of them should be girls. The election of the captains should be preceded by a discussion as to the qualities needed in a captain, what standards of conduct, what qualities of leadership, what ideals of fair play, and so on. The election should then take place and the captains take turns in choosing members for their teams until every child in the class has been chosen for some team. In the third and the fourth grades boys and girls play on the same teams so each captain should choose

first a boy, then a girl, and so on, in order that the teams may be evenly matched. In the fifth and the sixth, and in the seventh and the eighth grades, the boys will have separate teams and the girls will have theirs. The captains meet with the teacher at least once a month to discuss the problems of sportsmanship, organization of games in after-school hours, and any other questions that arise. The captains should in every way be made to feel a responsibility for holding their teams up to the highest standards.

The membership in the teams should remain the same throughout the season although new captains should be elected each month, as this will give a greater number of children an opportunity to develop their capacities for leadership. Having the same team membership during the entire season enables the teacher to build up strong team spirit, to develop a willingness to coöperate and to sacrifice self for the good of the team. A chart with a record of the accomplishment of each team will serve as an incentive toward continued activity. The fact that John Brown's team, The Rovers, won the Dribbling Relay last week is a spur to George Black's team, The Beavers, to excel in some other game this week.

A simple organization which is effective in stimulating a friendly feeling of rivalry between teams is what is commonly called the Red and Blue system of competition. According to this plan one-half of the teams in each room are Reds and one-half of them are Blues. If, for instance, in the fifth grade there are two girls' teams and two boys' teams, then one of the boys' teams and one of the girls' teams would be Reds and one of each would be Blues. The Red teams choose team names that begin with R and the Blue teams choose team names that begin with B. At regular intervals, perhaps once a week for the two lower grades and not oftener than once in two weeks for the four upper grades, a matched competition in whatever game is being played, will be held. For this match game five points are awarded to the winning team and the name of this team is placed on the chart. A chart like the one below should be placed in a prominent place in the hall where it may be seen by all.

The usual formation for drill in the technique of a game is line formation, four or six lines being used according to the numbers

in the class. If permanent team organization is followed, class routine is simplified by having a definite signal for team formation. This means that the captains at signal take designated posi-

ATHLETIC . COMPETITION					
REDS			BLUES		
ROVERS	5		BEAVERS	5	
RACERS	5		BADGERS	5	
ROYALS			BUSY BEES	5	
			BANNERS	5	
			BOOSTERS		
TOTAL FOR 1ST MONTH		10			20

Diagram 1. Chart on which to record competitive events.

tions facing the teacher, and the teams line up back of their respective captains. It may be found easier to use circle formation for practice in some elements of skill, such as passing the ball.

In each game certain fundamental elements are chosen for emphasis and each one is taught separately so that the pupils

may develop the proper coördinations. There is always an easiest and most efficient way to perform a movement, and care should be taken to see that each child is drilled in the separate parts of the movement and later in the combination of these parts so that his body is working as effectively as possible.

ELEMENTS OF SKILL IN LINE SOCCER

I. Passing.
II. Stopping.
III. Dribbling.
IV. Kicking.

I and II. Passing and Stopping the Ball

Children of this age will need a great deal of practice in controlling the ball with the feet before games are attempted. Perhaps the best way to give this practice is to arrange the class in circle formation and to have the ball passed around the circle. In passing, the ball is not lifted from the ground. It is given a blow with the inner or outer side of either foot in such a way that it rolls along the ground. A pass is used only for short distances. See figure 1. At first nothing need be said as to what pass to use, the children being allowed to use either foot. The passing should be done slowly but accuracy should be insisted upon. After passing in one direction for a time the ball should be passed in the other direction. Frequent changes of direction will add to the interest of the group. Correct form should not be insisted upon in stopping the ball because of the ease with which children of this age become discouraged at first. If frequent repetition of the activity be given, control of movement will be developed gradually.

GAMES IN WHICH PASSING AND STOPPING ARE USED

1. *Zigzag Pass Relay*

The teams are arranged as in the diagram. At signal the first player starts the ball at "A" by a pass with the inside of the right foot. The second player stops it and passes it along as the first player did. The team whose ball first travels down to the end

Figure 1. Passing a Soccer Ball.

of the line and back, wins one point. The game may consist of five or ten points. The team wins which first gets the required number of points.

NOTE.—The game may be varied by using different passes *i.e.*, to the right with the inner side of the left foot or with the outer side of the right foot; to the left with the outer side of the left foot or with the inner side of the right foot.

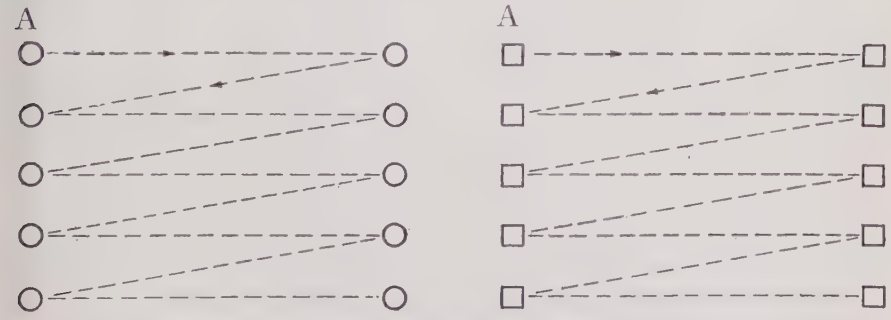


Diagram 2. Showing arrangement of players and course to be followed by the ball in Zigzag Pass Relay. Throughout the book □'s will be used to designate the players of one team, and O's to designate the players on the opposing team.

2. *Pass Bowling*

The class is in team formation behind the starting line. Eight or ten feet in front of the starting line another line, AB, is marked and eight or ten feet beyond this are placed two Indian clubs in front of each team. At signal the first player in each line runs forward and passes the ball forward trying to knock an Indian club down. A point is scored each time this is done. The ball must then be returned to AB line and the second player must have his hand touched by the first player at the starting line.

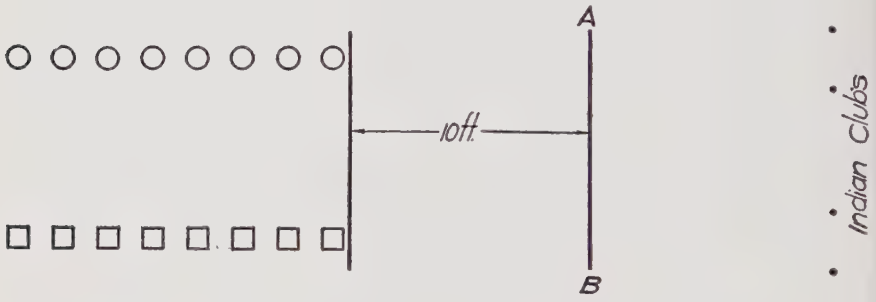


Diagram 3. Showing arrangement of players for Pass Bowling.

This second player then repeats what the first one did. The team that finishes first wins two points. The winning team is the team with the highest number of points.

NOTE.—This game may be played first without the run of eight or ten feet, the ball being placed on the starting line and the line AB omitted.

3. *Shuttle Pass Relay*

Each team is lined up in two sections facing each other as in the diagram. The first player in A section passes to the first player in B section and then goes to the rear of the line. This B player passes back to the second A player and so on. The first team whose members are back in their original places, wins.

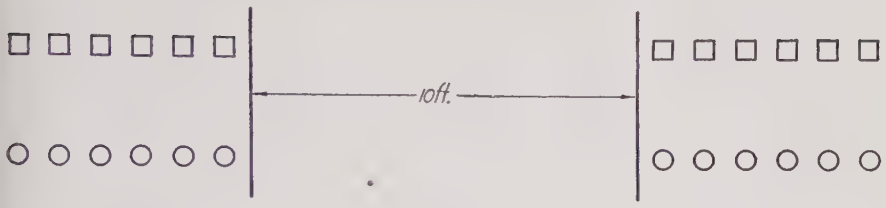


Diagram 4. Showing arrangement of players for Shuttle Pass Relay.

4. *Teacher and Class*

Teacher and class, described on page 49 in this book may be used to good advantage here by changing the throwing to passing. A child who makes an inaccurate pass or who fails to stop the ball goes to the foot of the line.

III. Dribbling

By dribbling is meant propelling the ball forward by a series of light taps or pushes by one or both feet, always keeping the

Figure 2. Dribbling a Soccer Ball.

ball within reach so that it may be passed or kicked if interference is threatened.

The easiest form of dribbling to teach these younger children is that in which the player hops forward on one foot, giving with the other foot a series of light taps or pushes to the ball. Practice may be given in circle formation as above. See figure 2.

GAMES IN WHICH DRIBBLING IS USED

1. *Simple Dribble Relay*

The members of each team are lined up one behind another with an obstacle such as an Indian club, a stone, or a stick, placed about twenty or twenty-five feet away from the starting line. At a signal the first player in each line dribbles the ball down around the obstacle and back to the line. The second player then takes the ball and repeats what the first player has done. The first player goes to the end of the line. The line whose members first reach their original positions wins.

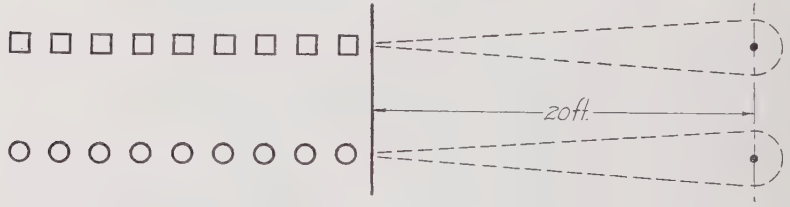


Diagram 5. Showing arrangement of players and course to be followed in Simple Dribble Relay.

2. *Dribble and Pass Relay*

This game is played in the same manner as Simple Dribble Relay except that the player dribbles the ball to a line AB as

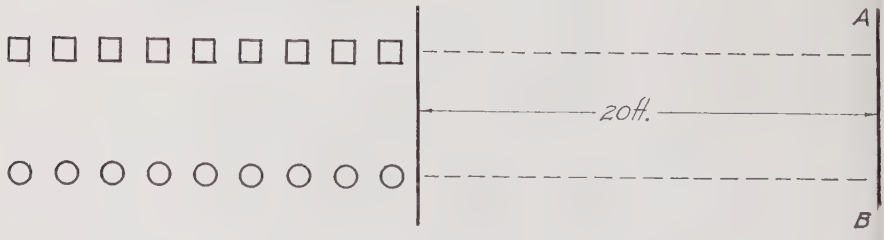


Diagram 6. Showing arrangement of players for Dribble and Pass Relay.

shown in the diagram, and then passes it back to the next player, who repeats what the first player has done.

3. *Dribble Pass Bowling*

This game is like Pass Bowling on page 9, except that the ball is dribbled from the starting line down to line AB and then passed as before.

IV. Kicking

A kick is used to send the ball longer distances than a pass can do. In the game of Line Soccer the ball must not be lifted above the heads of the players, so in teaching form in kicking, the follow-through forward rather than up must be emphasized. The

Figure 3. Preparatory position for kicking a Soccer Ball.

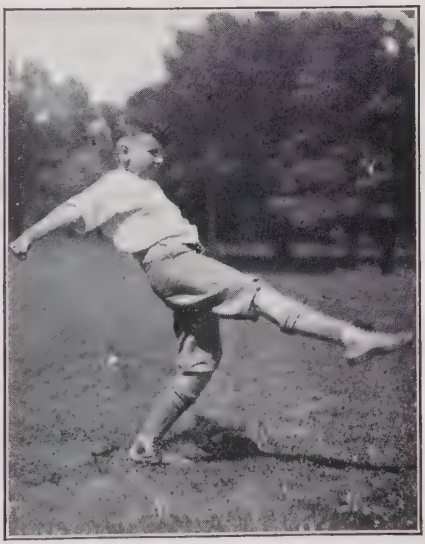


Figure 4. Position after kicking a Soccer Ball.

method of teaching this should be largely that of imitation. See figures 3 and 4.

In demonstrating the kick the ball is placed on the ground eight

or ten inches in front of the right foot. The right leg is raised backward by extending the hip and flexing the knee and is then carried forward to meet the ball with the instep. The supporting knee is bent slightly and the right leg follows through after the ball. The trunk is inclined backward slightly. Practice should be given in this movement before a ball is used. Then the class may form in two parallel lines facing each other twenty to twenty-five feet apart so that two or three balls may be kicked back and forth between these lines until a fair degree of skill is acquired. The use of several balls at a time is strongly urged because of the greater amount of activity thus afforded. The teacher will have no problem of discipline if every one is kept busy and interested. There is much opportunity for mischief and loss of interest if there is only one ball when thirty children are waiting to have a chance to kick it.

It must be borne in mind, constantly in this type of work, that interest must not be sacrificed through too frequent repetition of drill on some detail of form. A lesson is a failure if the factor of enjoyment is lacking during its progress. If a game is enjoyed children will play it again and again and will thus gradually develop the skill desired.

GAMES IN WHICH SKILL IN KICKING CAN BE DEVELOPED

1. *Shuttle Distance Kick*

The teams are lined up as shown in diagram. The first player of team □ kicks the ball as far as he can toward his opponents' line. The first player in team O kicks the ball back from the spot where it lands. The second player □ kicks from the spot where

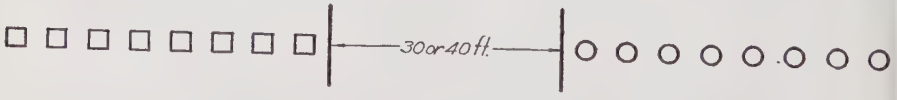


Diagram 7. Showing arrangement of players for Shuttle Distance Kick.

this ball lands, and so on. If on the last kick of team O the ball crosses the starting line of team □, team O wins. If the ball fails to cross this line, team □ wins.

2. *Contest in Accuracy Kicking*

The target used here is the same as the one used for the Accuracy Kick test, page 112. The contestants are lined up behind a mark twenty-five or thirty feet away from the target. Each contestant is allowed three trials. If he succeeds in kicking a ball into the area marked 5, he gets five points; into area 3, three points and into area 1, one point. The sum of the points for all three balls is his score. The scores of all members of a team are added and the sum divided by the number on the team. The number thus secured is the average score and the team with the highest average score wins.

3. *Dribble and Kick Relay*

Same as Dribble and Pass Relay except that a longer distance is required and a kick is used instead of a pass.

The group should now have acquired a degree of skill and interest which will enable them to enjoy Line Soccer, which is introduced at this point. The teacher should be ready to present Line Soccer by the fifth week of the term. Relays and other simple games of this type should form a part of the program, however, for the entire fall season, not only because they offer excellent opportunity for improving skill but because the relay is an especially popular form of activity at this age.

RULES FOR LINE SOCCER

Number of Players (14-30)

While a larger or smaller group may play Line Soccer it offers more activity and is enjoyed more if no larger number than fifteen or sixteen play. If a class is much larger than this it will be found to be more successful if the group is divided into two sections. If the group is a small one, the game of Pin Soccer found on page 23 in this book will be a better choice.

Playing Space

30 feet by 30 feet. The size should vary according to the number of players.

Players

The players are divided into two equal teams which line up facing each other on the two end lines of the court. These lines are called the goal lines. Two players from each team are designated as guards and are stationed on the side lines near their own

Figure 5. Fourth Grade children playing Line Soccer.

goal lines, their duty being to keep the ball within bounds and to defend their goal lines.

Object of the Game.—To kick the ball through the opponents' line.

Game.—The game is played in shifts or relays. The ball (soccer ball) is placed in the center of the field. At a signal the player at the right end of each line runs forward and tries to kick the ball through the opponents' line. The play continues until one runner has kicked the ball through the opponents' line. The player who has been running then takes the place of the right guard, the right guard replaces the left guard, who in turn takes

the place at the left end of the line. In this way the whole team rotates toward the place of the runner. The linemen may stop the ball with their hands, but they may not throw it. The ball may be advanced by kicking only.

Scoring.—Two points are scored each time a runner kicks

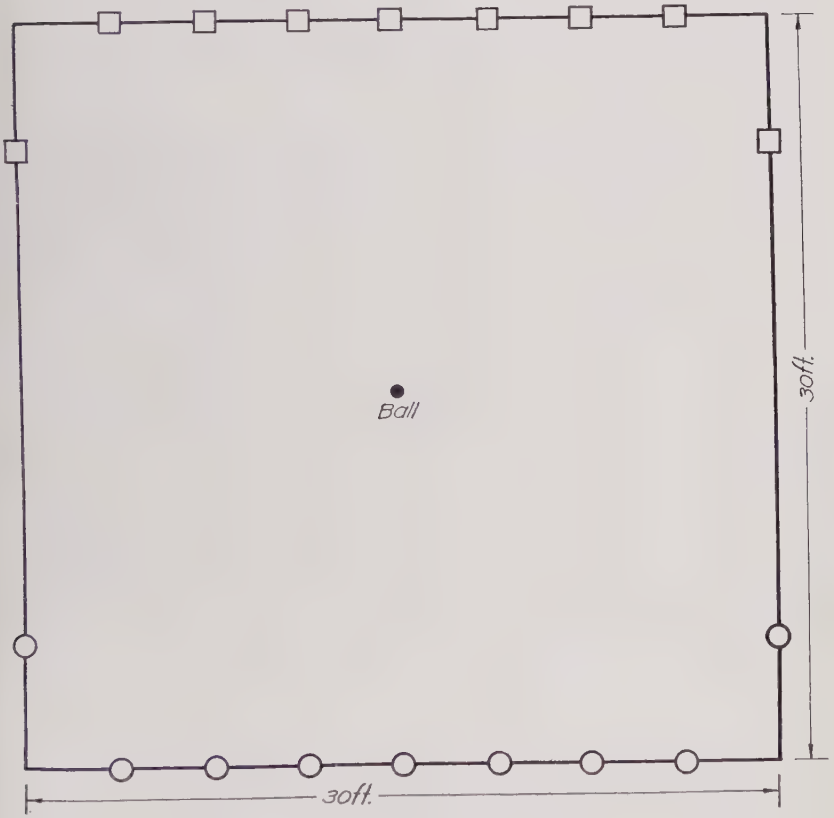


Diagram 8. Playing Field and arrangement of players for Line Soccer.

the ball through his opponents' line. A ball kicked through by a player other than the runner does not count, and play is resumed as at the beginning without changing runners.

One point is scored each time a successful free kick is made.

Fouls.—(1) Runner touching the ball with the hands.

(2) Lineman advancing the ball with the hands.

(3) Pushing, holding, shoving or blocking of an opponent by a runner.

(4) Kicking the ball over the heads of opposing line.

(5) Kicking the ball over a side line.

(6) Linemen or guards playing in center territory.

Penalty.—Runner on opponents' side is given a free kick. A free kick is made from the center of the court, and no interference is allowed on the part of the opposing runner.

CHAPTER II

FIFTH AND SIXTH GRADES

A PROGRESSION OF GAMES LEADING TO ROTATION SOCCER

In order that the same ideas of progression might be used in a seasonal program for the fifth and sixth grades a game has been worked out which is suited to the age interests and to the physical abilities of boys and girls of fifth and sixth grades. Boys and girls should be taught game activities in separate groups at this age if the maximum amount of pleasure is to be derived from the games, and if they are to be properly safeguarded from a physical standpoint. This game is suitable for both groups, but each group will enjoy it more if they play it in separate sections.

The game of Rotation Soccer has been played by the children of the Training School and by many of the classes of the Illinois State Normal University for the past two years. Many changes in its original form have been suggested by the students of the Physical Education Curriculum of that institution and by the members of the Physical Education Department and it is offered now in its present form as the outgrowth of much pleasurable activity on the part of many students and children.

It is a game which offers much training in team play. The division of the field into small areas insures the playing on his own part of the field by each player, and eliminates the danger of strain from the exertion of covering too large a territory. Rotation of the players after each score gives each player an opportunity to play all positions on the field and provides an equable distribution of activity to all.

THE ELEMENTS OF SKILL

I. Passing.
II. Stopping.
III. Dribbling.
IV. Kicking.
V. Throw-in.

I. Passing

Greater accuracy and speed should be worked for in the fifth and the sixth grades than can be attained by pupils in the third and the fourth grades. The children should be taught to pass to the right with the inside of the left foot or with the outside of the right foot, and to the left with the inside of the right foot or with the outside of the left foot. The games designated for preparatory practice in third and fourth grades may be used for additional practice here.

II. Stopping

Much practice should be given in stopping a ball in such a manner that it remains within the control of the player. Rotation Soccer loses interest if the ball is constantly being kicked over the side lines. The point to be emphasized here is that in order to keep the ball from bouncing away from the player there should be a slight drawing back movement at the moment of contact with the ball. This can be taught by demonstration more effectively than by any other means.

GAMES TO INCREASE SKILL IN PASSING AND STOPPING

1. *Overtake Ball*

The class is arranged in two concentric circles with two teams placed alternately on each circle. At signal two balls are started at opposite sides of the circle and are passed in a zigzag course as indicated. The object of the game is for one team to overtake with its ball the opponents' ball, which is being passed in the same direction. A point is scored each time this is done. After

each point is scored the ball is put in play by the same players who started it the first time.

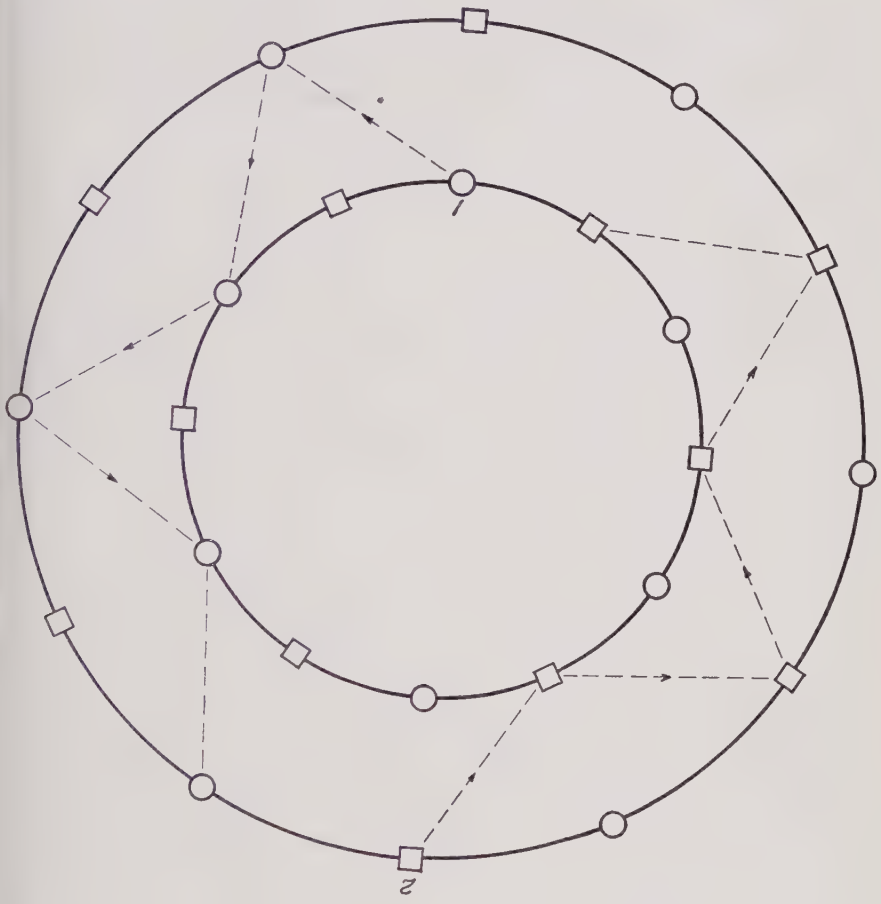


Diagram 9. Diagram showing arrangement of players for Overtake Ball. Numbers 1 and 2 indicate the starting points for the two balls.

2. *Five Trips*

This game is played in the same manner as Overtake Ball except that a point is scored by the first team which makes five complete circuits of the circle. Each time a complete circuit has been made the captain calls out "One trip," "Two trips," and so on. The game may be played for five or ten points.

3. *Leader Spry*

One player, the leader, stands out in front of the rest of the team, who stand side by side facing him. He passes the ball to the first one in the line, who stops it and passes it back to the leader. It is then passed to the second one, and so on down to the end of the line. When it reaches the last player he calls "Leader Spry" and runs to take the place of the leader, who takes the place at the head of the line. The team which gets back to its original formation first, wins.

III. Dribbling

In addition to further practice on the type of dribbling taught in the third and the fourth grades, dribbling with both feet should be given. This form of dribbling is done while taking short running steps, the ball being kept near to the feet or between them. Greater speed can be secured by the use of this dribble than by the use of the hopping dribble.

GAMES WHICH WILL AID IN DEVELOPING SKILL IN DRIBBLING

1. *Figure Eight Soccer Dribble Relay*

This game is played in the same manner as Simple Dribble Relay except that two or three obstacles are used, and that the ball must follow the course shown in the diagram.

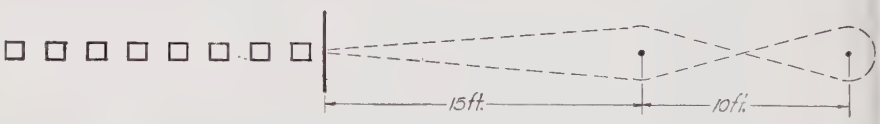


Diagram 10. Showing arrangement of one team and the course to be followed in Figure Eight Soccer Dribble Relay.

2. *Shuttle Dribble and Pass Relay*

The teams are lined up as shown in the diagram. The first player on each team dribbles the ball down to A and passes it across to the first player in group two of his team. Player number one then goes to the rear of group two. Player number one of

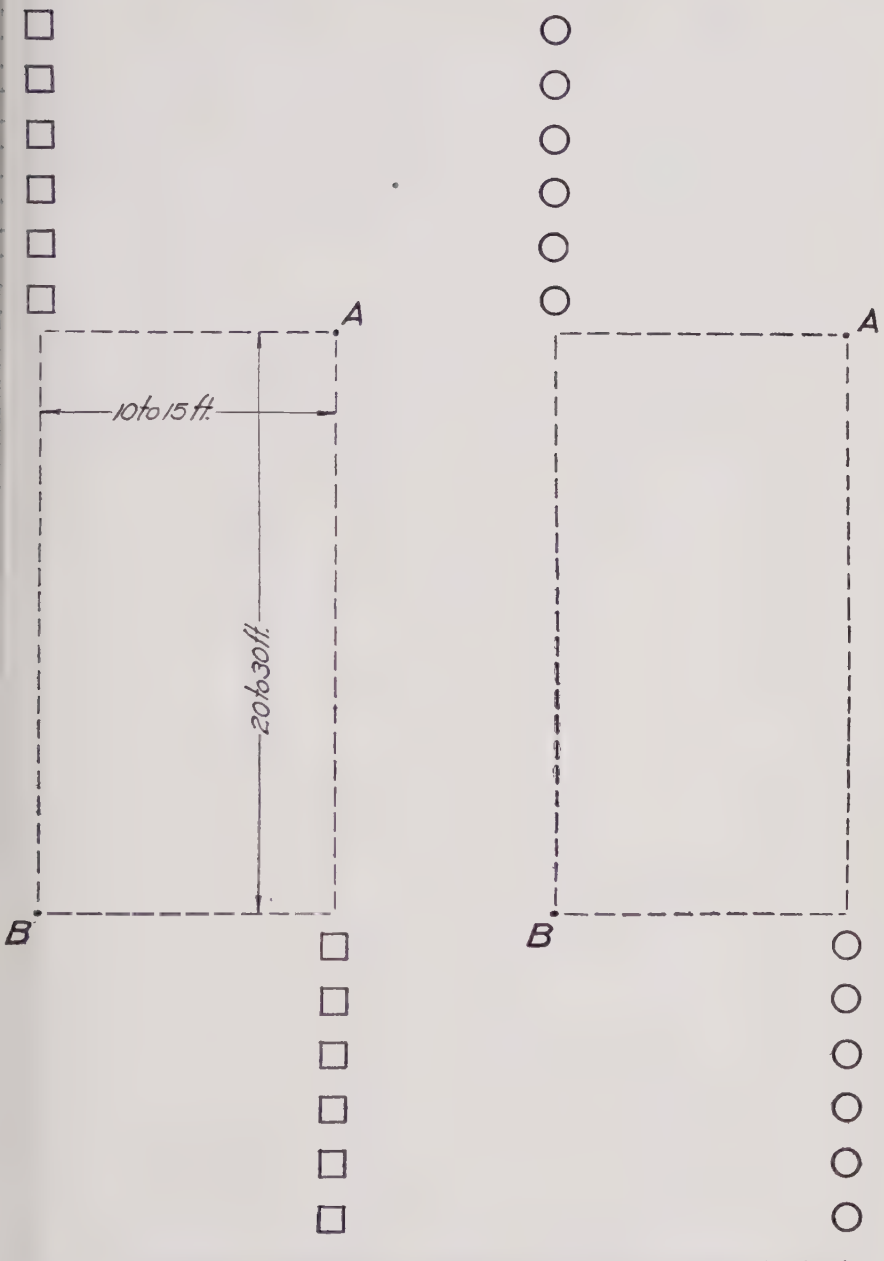


Diagram 11. Showing arrangement of players and course to be followed in Shuttle Dribble and Pass Relay.

group two dribbles the ball down to B where he passes it across to the second player of group one and then goes to the rear of group one. The game is continued in this manner until all players are in their original places. This means that the relay is played through twice, for at the end of the first time all the players in group one are in the places of those of group two. The team which is in its original formation first, wins.

3. *Double Dribble and Pass Relay*

At a signal two players from each team start, one of them dribbling the ball down to point A and passing it across to the

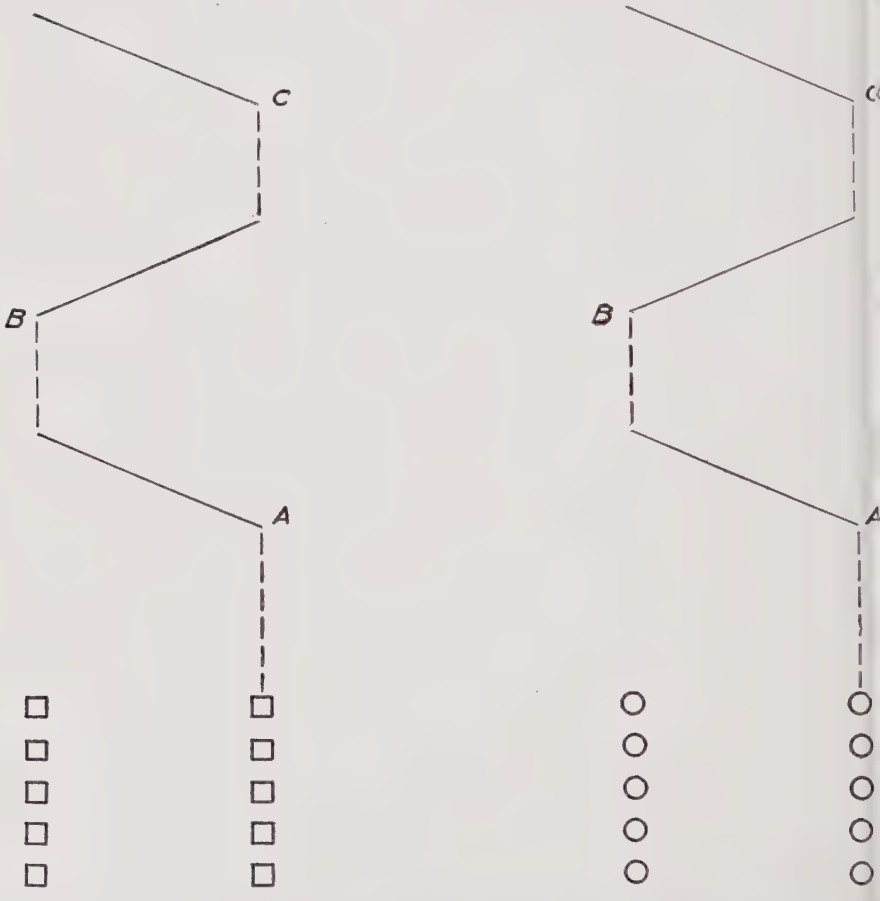


Diagram 12. Showing arrangement of players and course to be followed in Double Dribble and Pass Relay.

other player, who dribbles it down to point B, then passes it back to the first player. The first player dribbles the ball down to point C and there passes it to the second player. The return is made in the same way. The points A, B, and C need not be marked, but three passes should be required going down the field, and also three passes coming back. The team which finishes first, wins.

4. *Pin Soccer*

Pin Soccer is a game that was originated at Illinois State Normal University by the 1925 Sophomore Class in the Physical Education Curriculum. It fills the need of a game of the Soccer type which requires only a small number of players, a small space, and little equipment. While it is specially suited to rural and small village schools, the game may well be used for large classes by dividing the pupils into several groups. Much practice can be secured in dribbling, passing, and kicking, and the practice gives much real pleasure to the players.

RULES FOR PIN SOCCER

Number of Players.—2-10.

Playing Space.—30 feet by 30 feet. (May be larger or smaller.)

Two Indian clubs or two pieces of wood two by four by twelve inches each, whittled off at one end are set fifteen or sixteen inches apart on the two end lines of the court.

Object of the Game.—To knock down the clubs of the opposing side.

Game.—The game is played in ten-minute halves. The ball is put in play in the center of the field. It is placed on the ground between two opposing players who stand with their left sides toward the ball. At signal each one taps the ground with his right foot, then taps his opponent's right foot above the ball. This is done three times, after which each tries to get the ball away from his opponent. The ball may be dribbled, passed, or kicked down the field, each side trying to knock down the clubs of the opposing side. No player may play within the goal area. (If the

game is played with no goal area the players crowd too close to the clubs.)

Scoring.—Two points are scored each time a club is knocked down during regular play.

One point is scored each time a club is knocked down by a free kick.

Out of Bounds.—Any ball passing over the side line, the end line, or into the goal area, is kicked in from the spot at which it left the field, by a member of the team opposing that which last touched it. No point may be scored on a kick-in. At least one other player must play the ball before a point can be scored. If only two are playing, the one who kicked the ball out kicks it in, thereby giving a slight advantage to his opponent who is already in the field of play.

Fouls.—(1) Touching the ball with the hands.

(2) Pushing, holding, or shoving an opponent.

(3) Stepping into the goal area, except to retrieve the ball.

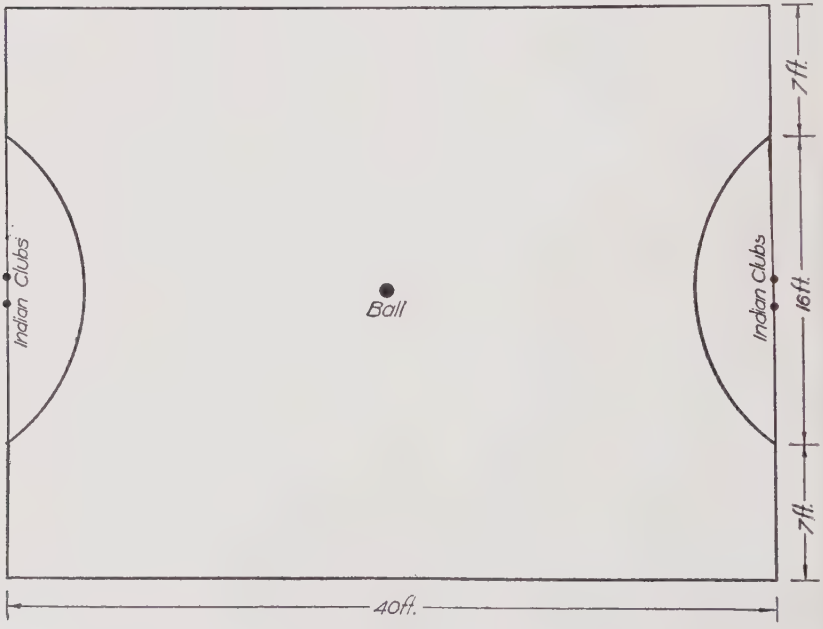


Diagram 13. Showing Field for Pin Soccer.

Penalty.—A free kick from the center given to the opposing side. No obstruction is to be offered to a free kick.

IV. Kicking

Practice should be continued in low kicking, working for greater distance and for greater accuracy. The high kick, which may be used on occasion to evade opponents by sending the ball over their heads, may be taught here.

In this kick the supporting knee is not bent, and the right foot lifts the ball and follows through in an upward direction. The trunk is kept erect. More force can be given the kick if the player rises on his toes or leaves the ground at the moment of contact with the ball.

GAMES WHICH WILL HELP TO DEVELOP SKILL IN KICKING

The Shuttle Kick Relay and Contest in Accuracy Kicking should be continued. Line Soccer will also be enjoyed as a form of practice.

1. *Square Soccer.*

One team is lined up on two adjacent sides of a thirty-foot square and the other team is lined up on the other two sides. The object of the game is for any player who secures the ball to kick it through the opposite line not higher than the players' heads. It may be blocked as in soccer and the players may run out into the field to secure the ball, but they must return to their places in line before kicking and must at no time touch the ball with the hands. A point is scored each time the ball is forced over the line. A game of ten points may be played or a time limit may be set.

2. *Foot Volley Ball* *

The playing field is marked off as shown in the diagram. The ball is put in play by having any player on either side kick it into the opponents' territory. Any player of that side may catch it and kick it back and so on, the ball being kept in play in this

* From "Games, Contests and Relays," by S. C. Staley. A. S. Barnes and Company, publishers.

manner. Each kick must be made from the spot where the ball was caught. Points are scored by a team when the opposing team:

(1) fails to catch the ball;
(2) kicks it out of bounds;
(3) kicks it into neutral territory;
(4) fails to kick it out of its own territory.

After each point has been scored the ball is put in play again from the center of the playing court by the team losing the point. The players take turns in serving, each player serving in his turn. Fifteen points constitute a game.

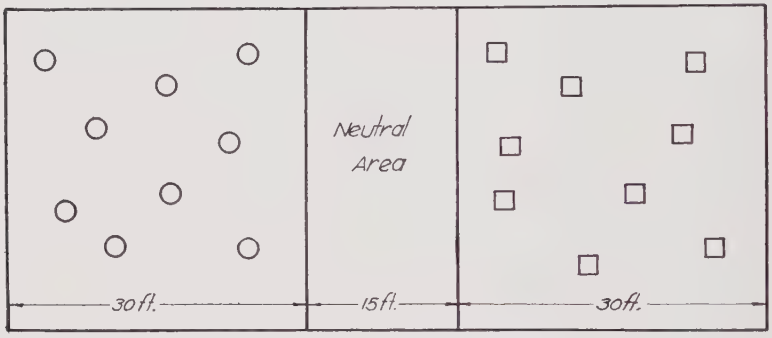


Diagram 14. Showing the playing field and arrangement of players for Foot Volley Ball.

V. Throw-in

In the Throw-in the player stands with both feet on the side line and throws the ball into the field with an overhead pass similar to that shown in Figures 14 and 15. It should be noted however that instead of having one foot in front of the other, the feet are twelve to fifteen inches apart sideward.

After the form of the movement has been taught as indicated, practice may be given by having the members of each team line up side by side in two lines facing each other some distance apart. The ball is zigzagged up and down the lines.

GAME AFFORDING PRACTICE IN THIS SKILL

1. *Bombardment Relay*

The teams are lined up as indicated in this diagram. The first player in the A section of each team throws the ball at the Indian clubs, scoring a point for his team if he succeeds in knocking one down. The first player in the B section recovers the ball and repeats what the A player did. The first team to finish wins two points. The team with the highest number of points, wins.

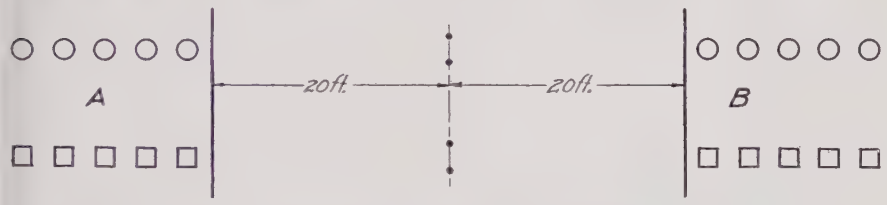


Diagram 15. Showing arrangement of players for Bombardment Relay. The distance between the players and the two pairs of Indian Clubs may be varied according to the age and ability of the players.

ADDITIONAL SUGGESTIONS FOR COACHING ROTATION SOCCER

The class is divided into groups of five.

(1) Each group of five takes its turn advancing in a straight line down the field to the goal line and back, dribbling the ball and passing it from one to another, each player maintaining his own position in the field.

(2) Forwards dribble and pass the ball down the field with the half backs following them and passing the ball up to them. The object of this practice is to show that the duty of the half back is to follow and to help the forwards by passing the ball to them.

(3) The above is continued with interference offered by the opposing half backs.

(4) This practice is continued further with interference offered by both half backs and goal guards of the opposing team.

(5) All members of both teams are lined up in readiness to play. At signal the forwards of both sides cross the center line

into the territory of their opponents. This play is done without the ball, merely to give the players the idea that forwards are opposed by the half backs of the opposing team instead of by the forwards.

RULES FOR ROTATION SOCCER

Number of Players.—20 to 40.

Playing Space.—45 by 75 feet.

Players.—The players are divided into two equal teams which are again divided into three equal groups and lined up as shown in the diagram.

Figure 6. Fifth Grade Girls playing Rotation Soccer on the campus of Illinois State Normal University.

Object of the Game.—To kick the ball over the opponents' goal line.

Game.—The game is played in two eight-minute periods. The ball (soccer ball) is placed in the center of the field and is put in play by a kick-off as in soccer.

The forward line takes the ball down the field by dribbling, passing, or kicking, and attempts to get it over the opponents' goal line. Forwards may not play back of the twenty-foot line on their own side.

The half backs may follow the forwards to the twenty-foot line on the opposite side.

The goal guards must remain within the goal area.

All players must play within their own lanes up and down the field.

As soon as a point has been scored the forwards take the places of the goal guards: the goal guards take the places of the half backs; the half backs take the places of the forwards. Play is then resumed as described above, the kick-off being taken by the side opposite that which scored.

If the game is continued for more than three or four minutes with neither side scoring the referee should blow the whistle and

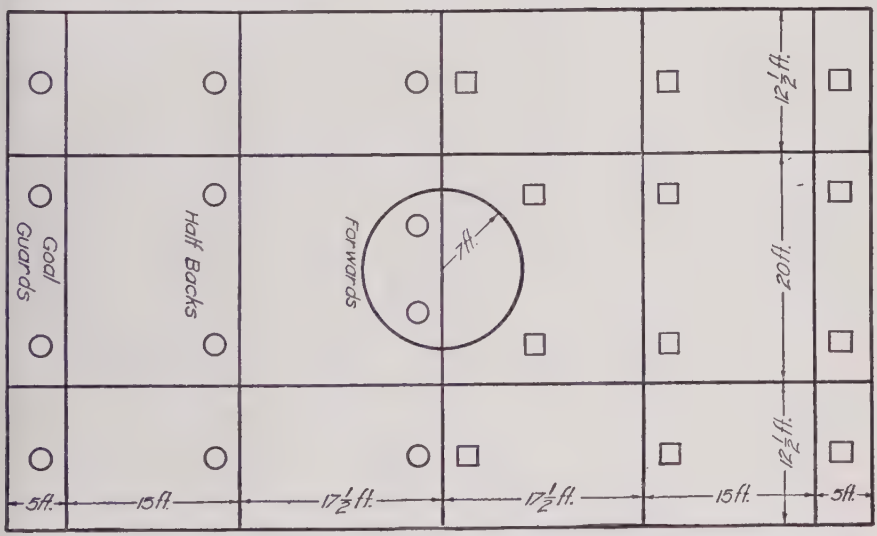


Diagram 16. Showing playing field and arrangement of players at the beginning of a game of Rotation Soccer. The O team has the kick-off.

have the players rotate, play being resumed at the spot where the ball was when the whistle blew. This shifting of players is a further safeguard against danger of over-exertion on the part of the forwards.

Fouls.—(1) Touching the ball with the hands or the forearm, except on the part of the goal guards, who may catch the ball with the hands.

(2) Pushing, holding, shoving, or blocking an opponent.

(3) Overstepping the restraining lines.

(4) Kicking the ball over the heads of the goal guards.

Penalties.—(1) For fouls 1, 2, and 3 a free kick is awarded to the opposing team.

(2) For foul 4 a throw-in is given to the opponents and the goal does not count.

Out of Bounds.—(1) Any ball kicked over the side lines shall be put in play by a throw-in, as in soccer.

Scoring.—One point is scored each time the ball is forced over the opponents' goal line, except as in 4 above. No goal may be scored on the kick-off or on a free kick.

CHAPTER III

SEVENTH AND EIGHTH GRADES

PROGRESSION OF GAMES LEADING TO SIMPLIFIED SOCCER

The first part of the season should be devoted to developing greater control of movement in the fundamentals already presented. A valuable way of gaining an interest in improvement in technique is to have a boy or a girl who possesses marked ability in some particular skill, demonstrate slowly to the class the exact way in which the movement is done. All of the members of the class then try to do the movement as he does it. Class discussion and analysis of the movement will call attention to common errors in form. Two or three of the better players may pass about freely in the group giving help where it is needed. The games used in the preceding grades may be used again here to furnish the competitive element needed to make practice an enjoyable activity.

ADDITIONAL ELEMENTS OF SKILL

I. Volleying.
II. Kicking Backward or Heeling.
III. Heading.
IV. Chesting.

I. Volleying

Volleying is kicking the ball before it strikes the ground. The volley may be used by a player running forward to meet a ball, or by a player standing and waiting for a high ball.

Practice may be given by having the ball bounced at the desired height, thus giving each pupil the opportunity to kick it. Later the ball may be thrown instead of bounced; this will require more

speed on the part of the kicker. Having a line across which the ball must be kicked or a target at which it should be kicked will give point to the practice.

II. Kicking Backward or Heeling

This is an effective kick to use in preventing the ball from going out of bounds. As little direction can be given the ball by this method, it should not be used often.

III. Heading

Heading is meeting the ball with the head and changing its direction. It is a good method of playing a ball that is high in the air. The ball should be hit with the side of the head or with the front just above the forehead. Practice should also be given in jumping, since in heading, a vigorous leap into the air with an extension of the entire body is needed. This practice may be given by having the ball bounced to the height of the head and its direction changed by heading. Later the ball may be thrown high in the air and on its descent it may be headed in various directions. A volley ball should be used for this practice because, owing to the light weight of a volley ball, there is less likelihood of its hurting any one and consequently there will be less timidity about hitting the ball with the head.

IV. Chesting

Chesting is meeting the ball with the chest and changing its direction. This is a good method of playing a high ball, but owing to the danger of injury should not be taught to the girls. A spring into the air is also essential in chesting and should be practiced. Methods of practice are the same as those used in heading.

GAMES AFFORDING PRACTICE IN THESE SKILLS

1. *Zigzag Pass Relay.* Page 6.

This may be made more difficult by eliminating the stop after each pass.

2. *Circle Dribble Relay*

Each team may be seated in a circle, or two or more teams may be seated in one larger circle. The first player on each team dribbles the ball around the circle and after giving it to the second player on his team, sits down. The team wins, all of whose members have finished and are seated first.

3. *Pursuit Dribble Relay*

Played like Circle Dribble with one large circle except that the object of the game is to overtake the runner on the opposite team. A point is scored each time this is done. The game may be played for five or ten points.

4. *Goal Kick*

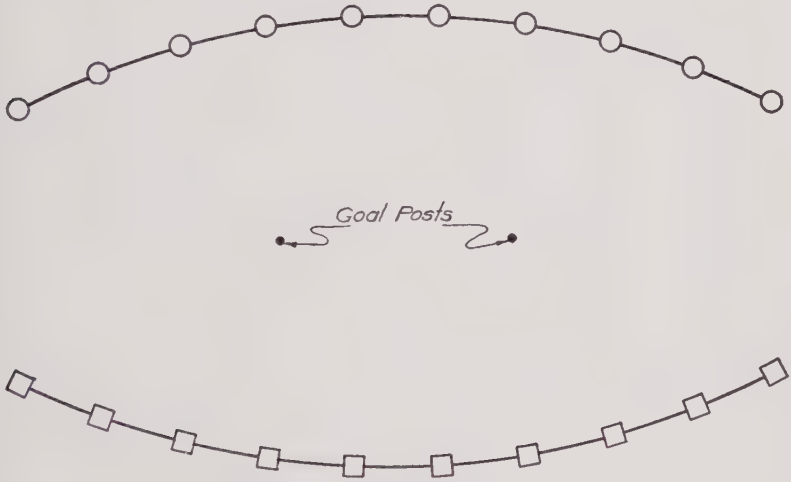


Diagram 16a. Showing arrangement of players for Goal Kick.

Two teams are lined up in semicircles on both sides of the goal posts, as shown in the diagram.

At the beginning of the game the ball is on the ground in front of the player at the left end of the □ line. He tries to kick it between the goal posts under the bar, scoring one point for his team if successful in doing so. The player at the left end of the O line secures the ball, returns to his place and from there tries to

kick between the goal posts. The second one in line □ continues the game and so on. When the last player in each line has kicked, he goes to the right end of his respective line. All the players of each line then move one place to the left. The game is continued as before until each player has had an opportunity to kick from each place in the semicircle. The team with the highest number of points wins. If the class is large it will be best to divide it into four sections, and have two groups practice at the goal at one end of the field and the other two groups at the other goal.

5. *Soccer Keep-away*

The class is divided into three groups which are lined up as shown in the diagram. The object of the game is to have the center team intercept passes made between the two outer teams,

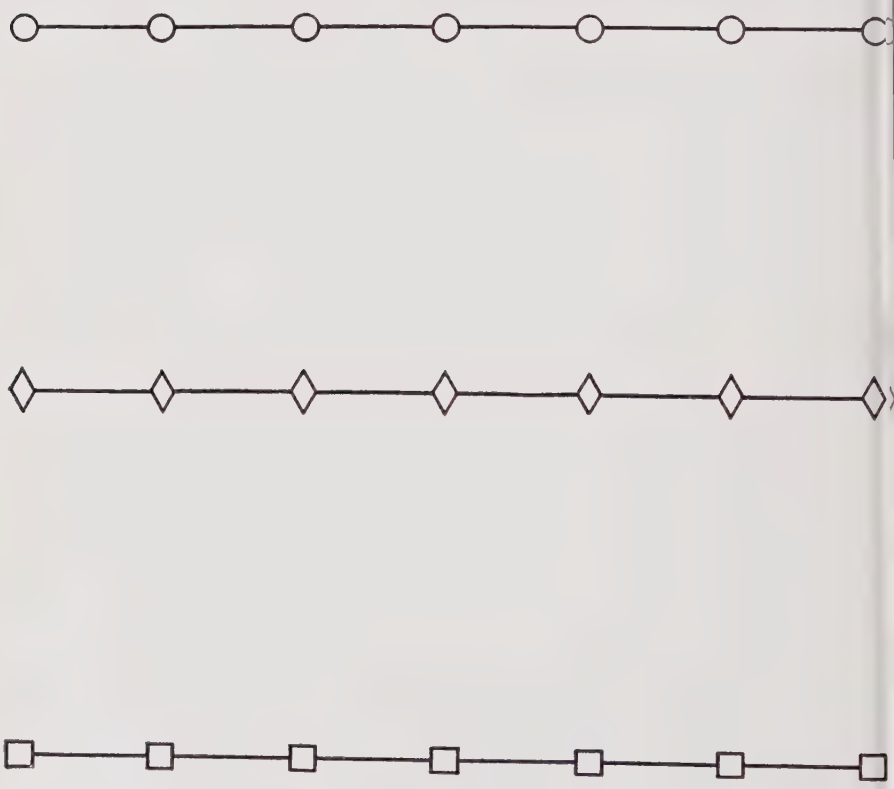


Diagram 17. Showing arrangement of players for Soccer Keep-away.

a point being scored each time this is done. The game is played in three shifts or relays, each team being given an opportunity to play in the center area, and to score on the other teams. The team with the highest number of points wins.

After this gradual development of skill, the game of Soccer is a logical culmination of the season's program. The increasing popularity of this game in all parts of the country makes this a wise choice from the standpoint of interest.

The rules have been simplified and adapted to grade school use. The field is smaller than the regulation soccer field and the periods of play are shorter, thereby insuring the safety of the players from danger of over-exertion.

RULES OF SIMPLIFIED SOCCER

Number of Players.—The game shall be played by eleven players on each side. The dimensions of the field of play shall be: Maximum length, 80 yards; maximum breadth, 40 yards. The field may be smaller but should be no larger because of the danger of too much exertion in covering such a large territory.

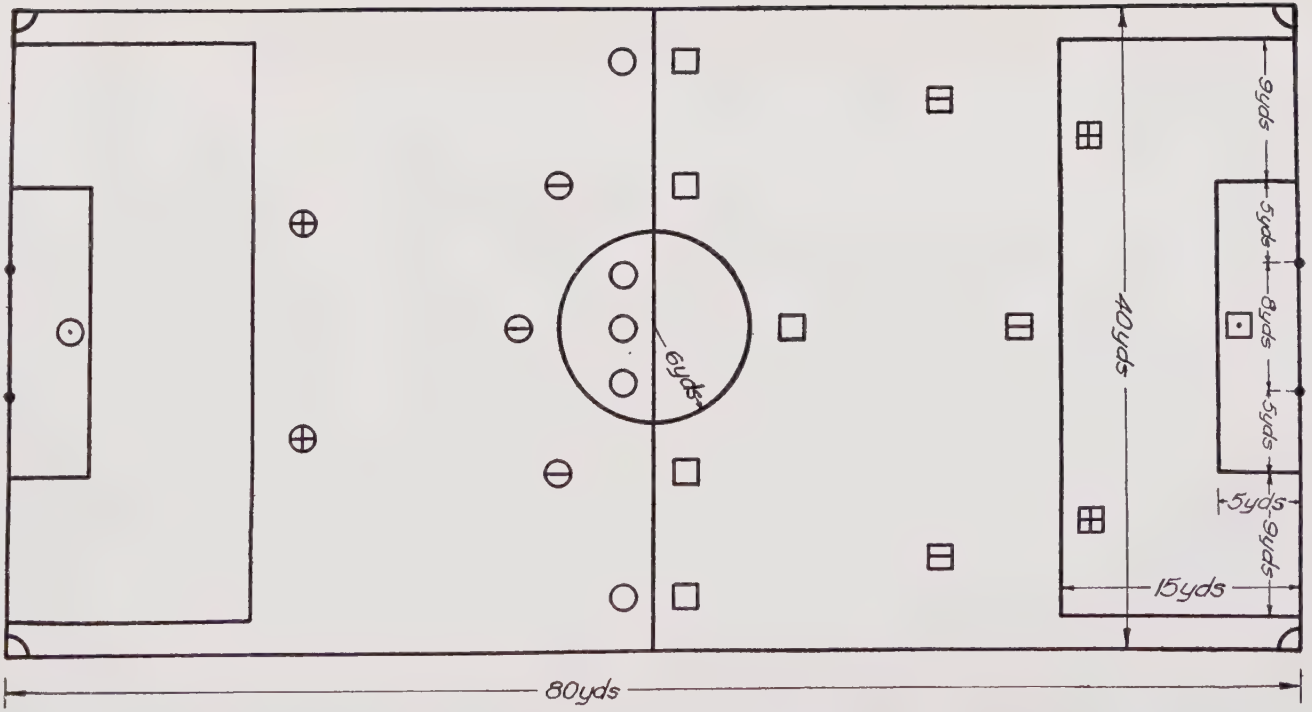
The Field.—The playing field shall be marked by boundary lines. The lines at each end are the goal lines, and the lines at the side are the touch lines. The goals shall be upright posts, fixed on the goal lines, equidistant from the corners, six yards apart for girls and eight yards apart for the boys, with a bar across them eight feet from the ground. If boys and girls use the same field the goal posts should be six yards apart.

Ball.—The ball is the regulation soccer ball.

Duration of Game.—The duration of the game shall be thirty minutes, divided into four periods of seven and one-half minutes each.

Choice of Goals.—The winners of the toss shall have the option of kick-off or choice of goals.

The Kick-off.—The game shall be commenced by a place-kick from the center of the field of play in the direction of the opponents' goal line; the opponents shall not approach within six yards of the ball until it is kicked off, nor shall any player on either side



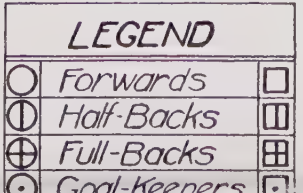


Diagram 18. Showing playing field and arrangement of players for the Boys' Game of Simplified Soccer. The O team has the kick-off.

The symbols for Forwards, Half-backs, Full-backs, and Goal-keepers are from "Field Hockey and Soccer for Women," published by Charles Scribner's Sons.

pass the center of the ground in the direction of his opponents' goal until the ball is kicked off.

Change of Ends.—Ends shall be changed at half-time.

Restarting the Game.—After a goal is scored the losing side shall have the kick-off, and after the change of ends at half-time the ball shall be kicked off by the opposite side from that which originally did so.

Scoring.—Except as otherwise provided by these laws, a goal shall be scored when the ball has passed over the goal line between goal posts under the bar, not being thrown, knocked on, nor carried by any player of the attacking side.

Throw-in.—When the ball is out of bounds, a player of the side opposite that which played it out shall throw it in from the point on the touch line where the ball left the field of play. The player throwing the ball must stand on the touch line facing the field of play and shall throw the ball in over his head with both hands in any direction and it shall be in play when thrown in. A goal shall not be scored from a throw-in, and the thrower shall not play again until the ball has been played by another player.

Penalty.—If the player does not make the throw-in in the proper manner a player of the opposing side is given the ball for a throw-in.

Goal Kick.—(1) For girls: When the ball is played behind the goal line by a player of the opposite side, it shall be kicked off by any one of the players behind whose goal line it went, at a point on the five-yard line directly opposite the point where the ball left the field of play. No opponent shall be allowed within six yards of the ball until it is kicked off.

(2) For boys: When the ball is played behind the goal line by a player of the opposite side, it shall be kicked off by any one of the players behind whose goal line it went, within that half of the goal area nearest the point where the ball left the field of play. No opponent shall be allowed within six yards of the ball until it is kicked off.

Corner Kick.—If played behind the goal line by any one of the side whose goal line it is, a player of the opposite side shall kick it from within one yard of the nearest corner. No opponent shall be allowed within six yards of the ball until it is kicked off.

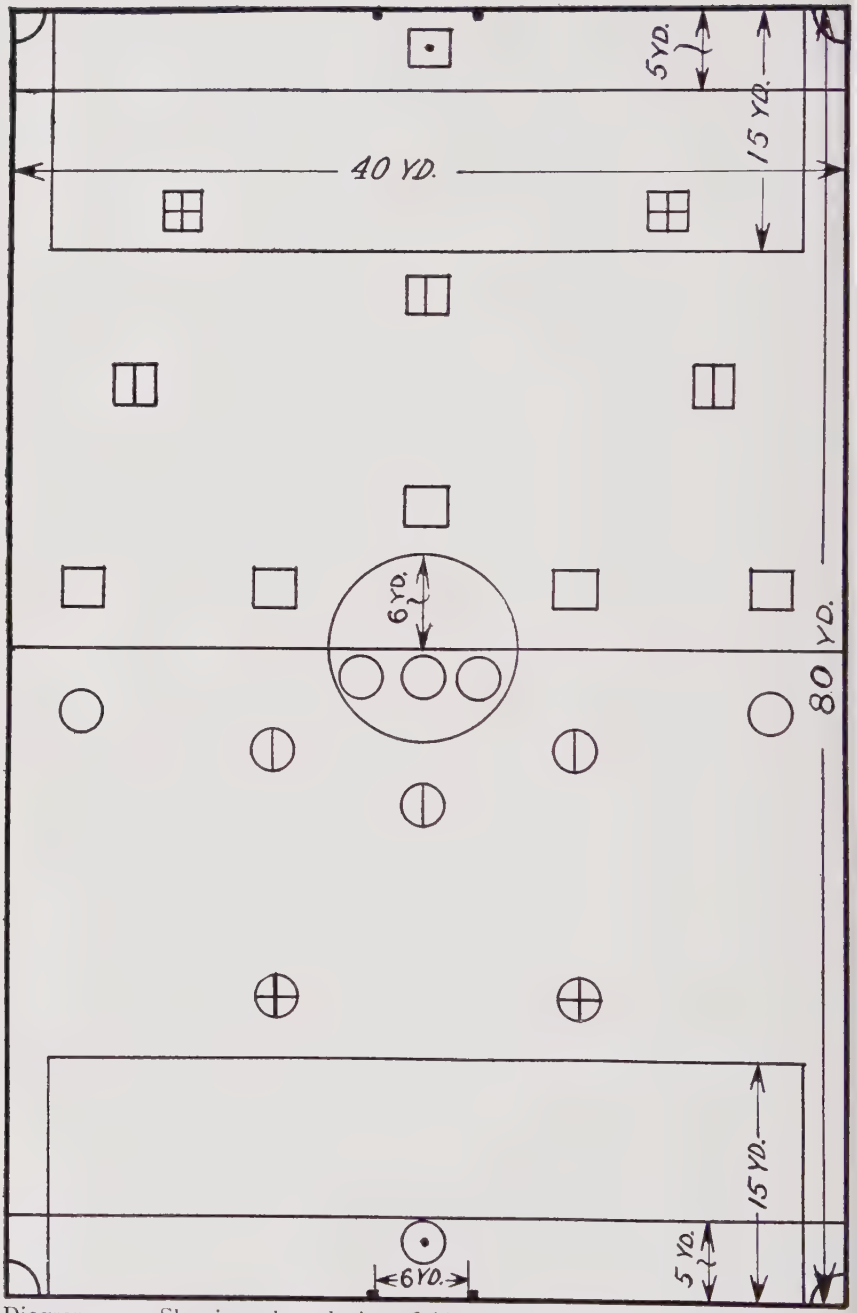


Diagram 19. Showing the playing field and arrangement of players for the Girls' Game of Simplified Soccer. The five-yard line has been substituted for the goal area in accord with the new rules for Soccer for Women. The O team has the kick-off.

The symbols for Forwards, Half-backs, Full-backs, and Goal-keepers are from "Field Hockey and Soccer for Women," published by Charles Scribner's Sons.

Charging.—No charging is allowed in the girls' game, and if it occurs it shall be considered as intentional rough play and penalized as such. By charging is meant voluntarily pushing an opponent away from the ball or so throwing her off her balance that she loses control of the ball.

Off-side.—When a player plays the ball, any player of the same side who at such moment of playing is nearer to his opponents' goal line is out of play and may remain there so long as he does not touch the ball himself nor in any way whatever interfere with an opponent, or with the play, until the ball has been played, unless there are at such moment of playing at least three of his opponents nearer their own goal line. This is a technical point which may well be omitted. If used, Spalding's Official Soccer Guide should be consulted for interpretation of the rule.

Goal Keeper Handling.—The goal keeper, may, within his own penalty area, use his hands, but he shall not carry the ball nor bounce it on the hand for more than two steps.

Penalty.—The penalty for infringement of this law is a free kick, from which a goal may not be scored directly.

Charging Goal Keeper.—In the boys' game the goal keeper shall not be charged within the goal area except when he is holding the ball or obstructing an opponent. He may be charged when he has passed outside the goal area. It should be remembered that no charging is allowed at any time in the girls' game.

Fouls.—(1) Tripping, kicking, or other intentional rough play shall be a foul.

(2) Touching the ball with the hand or the arm (goal keeper excepted) shall be a foul.

Exception to this rule for girls. A player may use her arms across her chest (close to her body) for protection in meeting a ball. She should avoid any forward or upward movement of the arms against the ball in such a play. Girls should be trained to turn so that the shoulder or hip will intercept swift, hard balls.

Penalty.—A free kick if the foul occurs outside of the penalty area, or if the attacking side commits the foul within the penalty area. The kicker's opponents shall remain at a distance of six

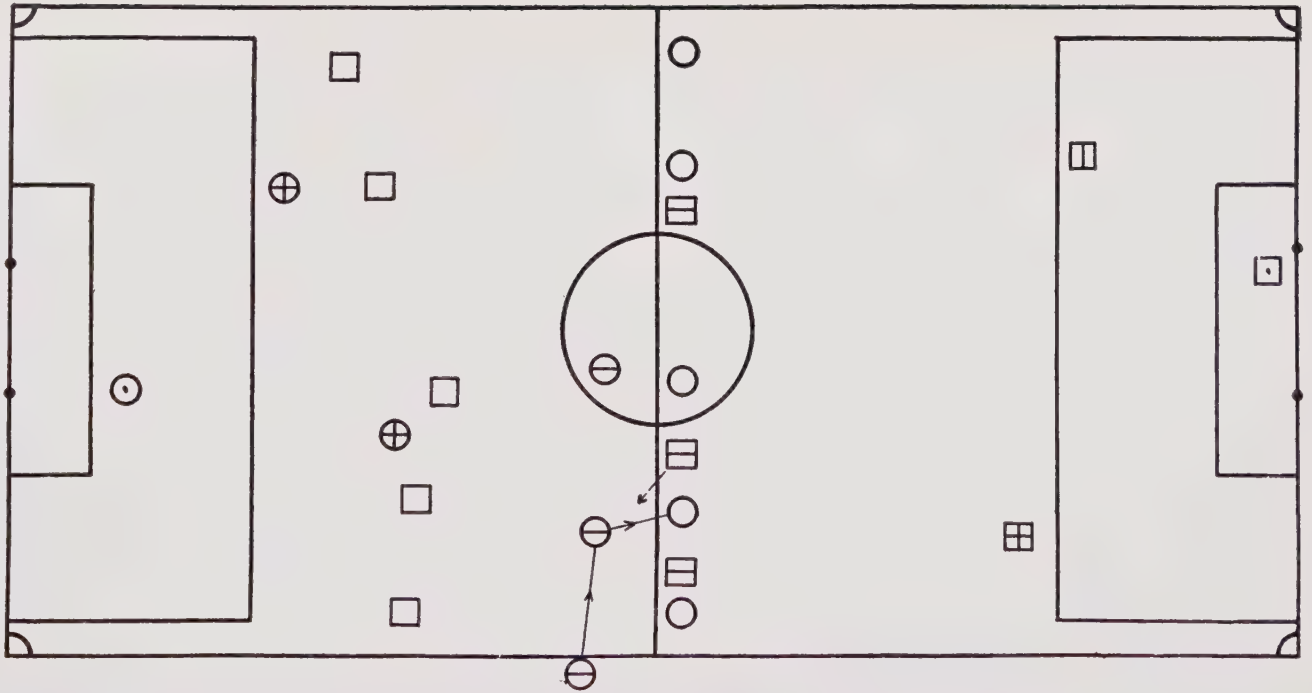


Diagram 20. Showing line-up of players for a Throw-in from own half of field. The right half-back throws the ball in. The center half-back should always be ready to receive a throw-in. The center half-back passes the ball to the right inside forward who has advanced into the opponents' territory. The field shown is the one used for the boys' game but the arrangement of players is the same in both boys' and girls' rules.

The symbols for Forwards, Half-backs, Full-backs, and Goal-keepers are from "Field Hockey and Soccer for Women," published by Charles Scribner's Sons.

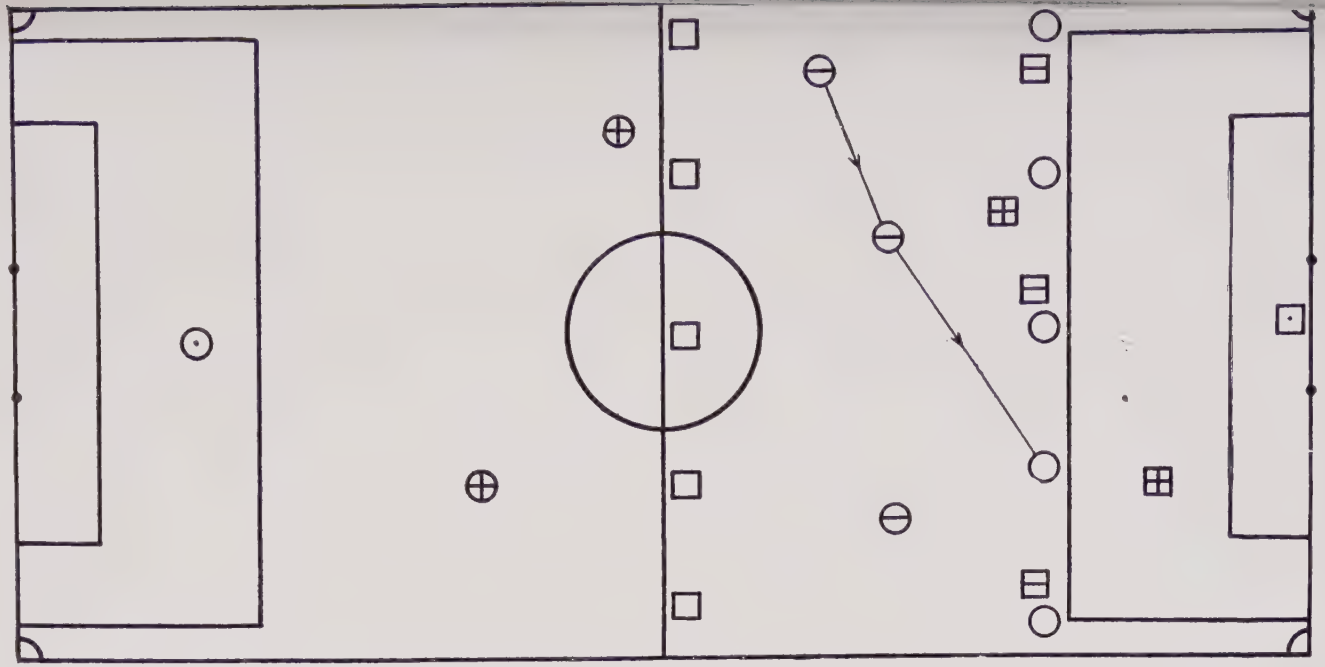
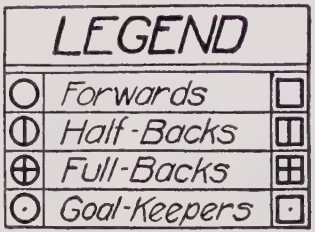


Diagram 21. Showing arrangement of players for a Free Kick. The left half-back has the Free Kick and passes the ball to center half-back, who passes it to right inside forward.

The symbols for Forwards, Half-backs, Full-backs, and Goal-keepers are from "Field Hockey and Soccer for Women," published by Charles Scribner's Sons.



yards until the ball has been kicked. No goal may be scored on a free kick.

A penalty kick if the foul is committed by the defense within the penalty area. This kick is taken from the penalty kick mark. All players, except the kicker and the opponents' goal keeper, shall be outside the penalty area but within the field of play. A goal may be scored on a penalty kick.

Part II

WINTER ATHLETIC PROGRAM

CHAPTER IV

THIRD AND FOURTH GRADES

A PROGRESSION OF GAMES LEADING TO QUADRUPLE DODGEBALL

Quadruple dodgeball is the game selected for the lower grades for the winter season. The game offers distinct advantages over simpler forms of dodgeball in that no players are eliminated and thus kept from maximum participation in activity; and that interest is keen for a longer period of time than in circle dodgeball because the game has a higher degree of organization. It is an excellent game to offer practice in the fundamentals of basket ball and is played with much enthusiasm by the children.

ELEMENTS OF SKILL IN QUADRUPLE DODGEBALL

I. Throwing.

1. Underhand pass.
2. Chest pass.
3. Double side-arm pass.
4. Bounce pass.

II. Catching.

At least three or four weeks should be spent in getting the children accustomed to handling the ball. Any number of simple games and relays such as the following, which involve throwing and catching in various ways, should be used before attempting the game of quadruple dodgeball. Although this is a game which introduces some of the fundamentals of basket ball a volley ball should be used in the game itself and in all of the simpler games leading up to it, because small children are able to handle a volley ball more easily.

The teaching of the different passes must necessarily be done by the imitation method. In teaching children of this age little

attention can be paid to details of form, but the different types of passes mentioned above can be shown and the children can be encouraged to use them. Because of its effect on posture the double overhand throw is of doubtful value at this age and it is therefore omitted. Attention must be called again to the fact that games fail in their purpose if children do not enjoy them and teachers should be careful not to stifle the play spirit by too great insistence on details of form.

I. Throwing

1. *Underhand Pass*

This throw is the simplest of all, and is therefore the one most easily taught to small children. The feet are placed sideward

Figure 7. Preparatory position for the Underhand Pass.

Figure 8. Position after releasing the ball in the Underhand Pass.

eight to ten inches apart, and the ball is held in front of the waist. In preparing for the throw the knees are bent and the ball is low-

ered. In throwing, the knees are straightened quickly and the ball is released at about waist height. See figures 7 and 8.

After teaching this pass a number of the games listed below which offer practice in it should be played before taking up the next pass.

2. *Chest Pass*

The feet may be placed sideward, eight or ten inches apart, or one foot may be placed eight or ten inches in advance of the other. This broad base should be insisted upon in order to secure

Figure 9. Preparatory position for the Chest Pass.

Figure 10. Position after finishing the Chest Pass.

the desired ease of movement. The ball is held in front of the chest and the knees and ankles are slightly bent. In throwing, the knees and ankles are quickly straightened as the ball is thrown forward. See figures 9 and 10.

3. *Double Side-arm Pass*

The feet are placed sideward, eight or ten inches apart, with the left (or right) side toward the direction of the throw. The ball is held in both hands drawn back to the right (or left) side. The right hand is under the ball and the left hand is on top of it, if the ball is at the right side. The ball is thrown across the body to the left side. See figures 11 and 12.

Figure 11. Preparatory position for the Double Side-arm Pass.

Figure 12. Position after finishing the Double Side-arm Pass.

4. *Bounce Pass*

Although this is usually used later to evade opponents, it offers here an added opportunity for teaching ease in handling the ball. No drill need be given without the ball. The group, divided into two lines facing each other at a distance of five or six feet, is given two or three balls. Practice is then given in bouncing the balls across to the opposite line. The ball should be held at the waist in both hands and with an extension of the arms and wrists

directed at a point halfway between the two lines with sufficient force to raise it so that it will be caught about waist high.

II. Catching

Children should be taught to get the body behind the ball whenever possible. The fingers should point upward in catching a ball above the waist, and downward in catching a ball at the waist or lower.

GAMES IN WHICH THROWING AND CATCHING ARE USED

1. *Zigzag Relay*

This game is played like zigzag pass relay described in soccer, except that the ball is thrown instead of being passed with the foot. The method of throwing should be indicated by the teacher, each one of the four methods taught being used until a reasonable degree of skill is developed.

2. *Teacher and Class*

The players are divided into groups of eight to twelve. One of the players is the "teacher," who stands facing the "class," whose members are lined up side by side fifteen to twenty feet away. The "teacher" tosses the ball to each "pupil" in turn. Any child who misses the ball goes to the foot of the line. If the "teacher" misses he goes to the foot of the line and the one at the head of the line takes his place. The ball should be passed back and forth rapidly.

3. *Basket Ball Pass Relay*

The teams are lined up as in the diagram. At the signal the first player who is at A throws the ball to the first one in the line

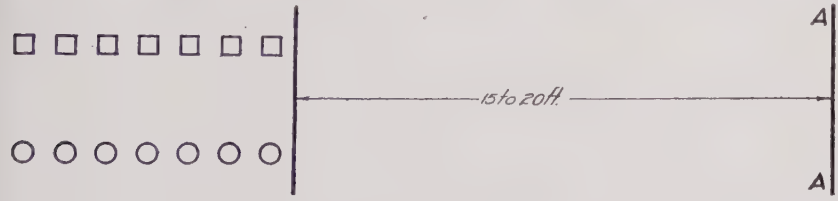


Diagram 22. Showing arrangement of players for Basket Ball Pass Relay.

who immediately after catching it runs to A and throws it to the next person in the line. The first player, after throwing from A, goes to the rear of the line, and so on. The team which is in its original position first, wins.

Figure 13. Third Grade Children playing Basket Ball Pass Relay.

4. *Dodgeball* (simple form)

The players are divided into two equal groups. One group forms a circle and the players of the other group are scattered within this circle. The object of the game is to have the players who form the circle hit with the ball (volley ball) the players within the circle. Any player who is hit takes his place in the circle and joins in trying to hit the remaining players. The ball must be thrown low, no player being counted out if he is hit above the waist. The game is played in two or more two-minute periods. The side wins which has hit the most players in that time.

5. *Passball*

This game is played like foot volley ball, which is described on

page 25, except that instead of being kicked the ball is thrown. The size of the court varies with the size of the group and the age of the players. It should be smaller than the one used for foot volley ball, probably not larger than twenty-five by forty feet for these small children.

6. *Basket Ball Shuttle Relay*

This game is played like shuttle pass relay described under Soccer, page 8, except that the ball is thrown instead of being passed with the foot.

7. *Overtake Ball.* (See Overtake Ball under Soccer, page 18.)

8. *Five Trips.* (See Five Trips in Soccer, page 19.)

After practice in these games, the children are ready to take up quadruple dodgeball. The simpler games and relays should, however, form a large part of the program.

QUADRUPLE DODGEBALL *

RULES FOR QUADRUPLE DODGEBALL

Field.—The field should be about seventy feet long and fifty feet wide, divided into four equal divisions by lines which are parallel with the ends.

Ball.—A volley ball.

Number of Players.—There should be from eight to sixteen players on a team. Each team should be divided into two equal groups and placed as suggested in the diagram.

Rules of Play.—The ball is tossed up in the center between two players. It may be batted or caught. The player securing the ball throws it to a member of his team in the end division. For instance, the ball is secured by a member of the O team; he throws it to a player in the end section of his team; that player may pass it to a player on his own team, who throws it at a □ player, or he may himself try to hit a player. Should either succeed, a point is made for the O's. The center players may not hit the

* From Illinois State Normal University Quarterly, "Physical Education and the Interests of Children," by Lydia Clark and Ruth Glassow.

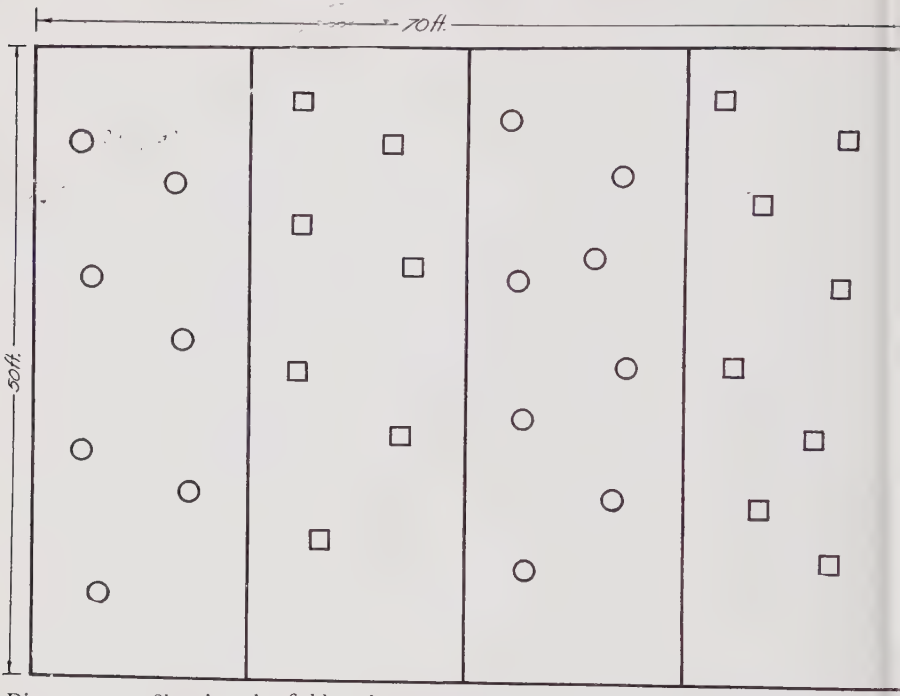


Diagram 23. Showing the field and arrangement of players for Quadruple Dodgeball

end players. Should the ball land in their territory they may pick it up and throw it to their own end players.

The ball must be a fly-ball to count; that is, if the ball hits the floor and then bounces and strikes a player, no score is made. Should it be thrown higher than a player's waist and hit the player, no score is made. A ball which hits one player and bounces so that it hits a second player is counted as one point only. When a player is hit he does not step out as in some of the simpler forms of dodgeball. The whistle is blown to announce a point, and the play continues.

Fouls.—Stepping into the opponents' territory is a foul, and the ball passes to the opponents.

Innings.—Four-minute innings are played. At the end of an inning the players in the end section change with those in the center sections. Any number of innings may be played.

CHAPTER V

FIFTH AND SIXTH GRADES

A PROGRESSION OF GAMES LEADING TO CAPTAIN BALL

Captain ball offers many enjoyable features and none of the dangers connected with basket ball for children of this age. It is commonly conceded by those who are concerned about the physical well-being of children that basket ball is too vigorous a type of activity for the pre-adolescent boy or girl. However, boys and girls of this age like team games and are especially interested in basket ball at this season, an interest easily explained by the great interest of high school and college students in the game. Therefore, a game in which many of the characteristics of basket ball appear and yet in which the health of the children is safeguarded, is a fortunate selection. Due to the fact that in captain ball the baseman must keep one foot on his base neither he nor his guard will get an amount of activity that will prove injurious. And yet if rapid passes are made there is ample exercise provided to insure beneficial effects to all. There is an opportunity for learning how to pass a ball quickly and accurately, how to guard an opponent and also how to evade one. Large numbers may play captain ball with a great deal of enjoyment and the space required for it need not be so large as a basket ball court. The fact that at the beginning of the second half the players who were guards become basemen and those who were basemen become guards is an advantage in that each player thereby acquires a fuller knowledge of the game and a wider experience in it. All of these factors are worthy of consideration in making a selection of material for the elementary school.

ELEMENTS OF SKILL

I. Throwing.
II. Catching.
III. Dodging.
IV. Pivoting.
V. Guarding.
VI. Jumping.

METHODS OF TEACHING TECHNIQUE

I. Throwing

The same methods of throwing that were used in the third and fourth grades are continued here and the following additional ones are taught:

1. *Overhead Pass*

One foot is ten or twelve inches in advance of the other, the weight is on the rear foot, the ball is held in both hands over the head and somewhat back. The elbows are slightly bent. The ball is thrown forward with a quick movement as the weight is transferred to the forward foot. See figures 14 and 15.

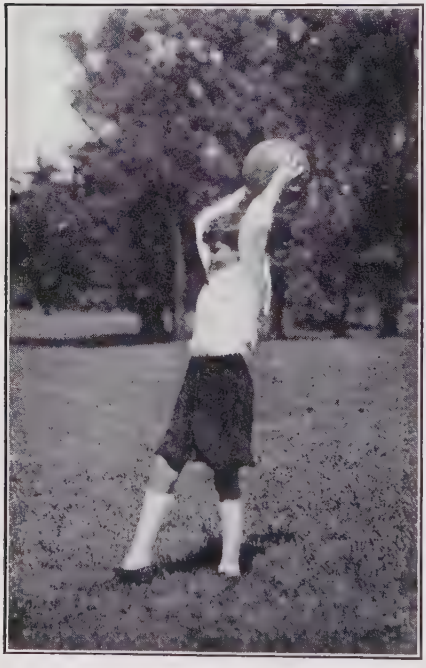


Figure 14. Preparatory position for the Overhead Pass.

Figure 15. Position after finishing the Overhead Pass.

2. *Single Overarm Pass*

The left foot is ten or twelve inches in advance of the right, the ball is held back over the right shoulder with the right hand

behind and partly on the top of the ball. The trunk is rotated to the right and the left hand steadies the ball. In throwing, the right hand is brought forward with a snap, the left arm is swung back, there is a quick rotation of the trunk, and transfer of the weight to the left foot.

3. *Single Underarm Pass*

The left foot is twelve to fifteen inches in advance of the right foot, both knees are slightly bent, and the weight is on the right foot. The ball is held at the right side with the right hand behind and under it. The trunk is rotated to the right and slightly bent

Figure 16. Preparatory position for the Single Underarm Pass.

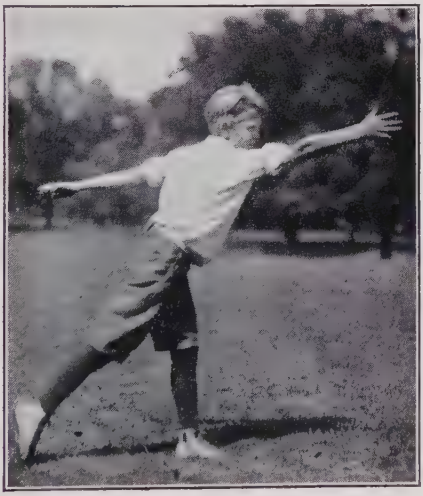


Figure 17. Position after finishing the Single Underarm Pass.

forward. In throwing, the ball is carried forward with a snap, and at the same time the trunk is straightened and rotated to the left. The weight is transferred to the left foot, and the left arm is swung back. See figures 16 and 17.

II. Catching

Methods of catching taught in the third and fourth grades are used again here with greater insistence on correct form. Each team is given a ball and under the direction of its captain practice is given in the different throws.

GAMES INVOLVING THE USE OF CATCHING AND PASSING

1. *Tag the Ball*

The players are in circle formation. One or two players within the circle try to tag the ball as it is passed around between the players in the circle. The player successful in doing so changes places with the person who last touched the ball.

2. *Shuttle Distance Throw.*

This game is played in the same manner as Shuttle Distance Kick on page 11, except that the ball is thrown. The ball should not be caught but must be allowed to strike the ground as the distance is measured from the place from which the ball is thrown to the spot where it first strikes the ground.

3. *Leader Spry.* (See Leader Spry under Soccer, page 20.)

4. *End Ball*

Number of Players.—20-40. The game will be enjoyed more if the smaller number plays and where possible large classes should be divided into smaller groups.

Playing Space.—30 feet by 50 feet. (May be larger or smaller.)

Players.—The players are divided into two teams. In each team one-third of the players are basemen and two-thirds are guards.

Game.—The game is played in ten-minute halves, courts being changed at the end of the first half. The game is started at the center line by a toss-up between two guards, each of whom tries to catch it. The guard who is successful in securing the ball may throw it to the basemen on his team, or he may throw to another guard who will try to pass it to the basemen.

Scoring.—A point is scored each time the guards are successful in passing the ball to their basemen. Play is continued, no stop being made when a point is scored.

A point is scored by the opponents each time a foul is committed.

Fouls.—(1) Stepping over division lines.

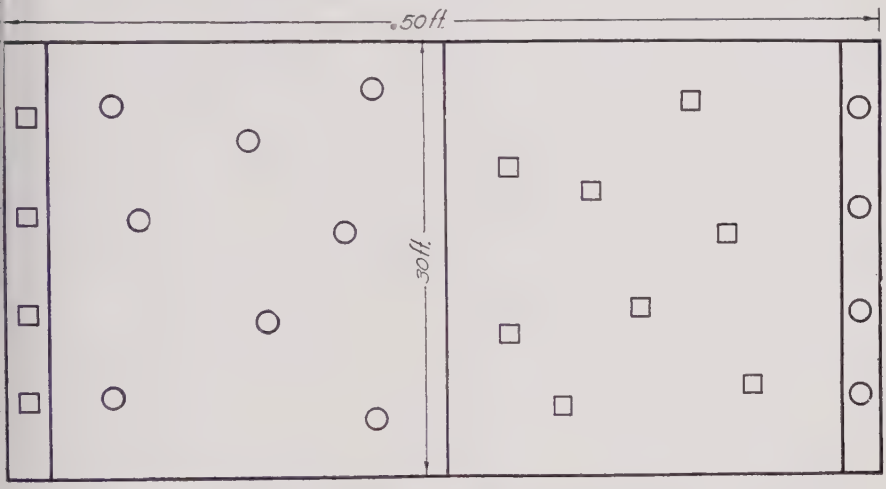


Diagram 24. Showing arrangement of players and playing space for End Ball.

(2) Carrying the ball more than one step.

(3) Holding the ball more than three seconds.

5. *Corner Ball*

Number of Players.—10-30.

Playing Space.—25- or 30-foot square marked off as shown in the diagram.

Players.—The players are divided into two equal groups and are scattered over the playing space as indicated in the diagram. Each team places one goal man in each of the corner goals of the opposite side.

Object of the Game.—The object of the game is to throw the ball to the goal men.

Game.—The game may be played in two ten-minute periods or play may be continued until one side or the other has scored twenty points. The players move around freely in their own territory, but it is well to see that some players are near the center line while others are near the goal men. This is best from the stand-

point of intercepting passes to the opponents' goal men and also for passing the ball to the goal men of the same team. The ball is put in play as in end ball.

Score.—One point is scored for each successful pass to a goal man.

One point is scored for each foul committed by the opposing side.

Fouls.—(1) Stepping over division lines.

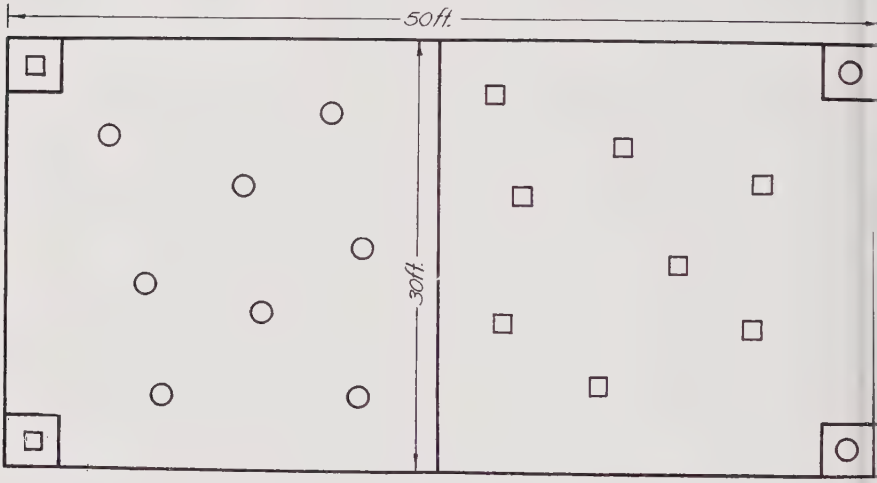


Diagram 25. Showing arrangement of players and playing space for Corner Ball.

(2) Carrying the ball more than one step.

(3) Holding the ball more than three seconds.

6. *Newcomb*

Number of Players.—20-40.

Playing Space.—25 feet by 50 feet. (May be larger or smaller.)

The court is divided into halves by a rope or a net stretched across it at a height of seven or eight feet.

Players.—The players are divided into two teams, one team being placed on each side of the net.

Game.—The game is played in two ten-minute periods. At a signal a player on either side throws the ball (a volley ball, a basket ball, or a soccer ball) over the net, trying to send it to some spot not covered by an opponent. Any one on the opposite side

may catch the ball and throw it back. The ball continues in play in this manner.

Score.—A point is scored each time the ball drops to the floor in the opponents' court and each time a foul is made by an opponent.

Fouls.—(1) Hitting the rope or net with the ball.

(2) Throwing the ball under the rope.

(3) Throwing the ball outside of the opponents' court, provided it is not touched by a member of the opposing team.

III. Dodging

The dodge is used by a closely-guarded player as a means of evading the guard and must necessarily be executed very quickly if it is to be successful. It consists of a quick transfer of weight to one side or the other, the ball being brought over to that side and passed.

Diagram 26. Showing the position of the feet in a forward pivot to the left. The dotted lines indicate the direction of movement and the new position of the feet. In this case only a quarter turn has been made.

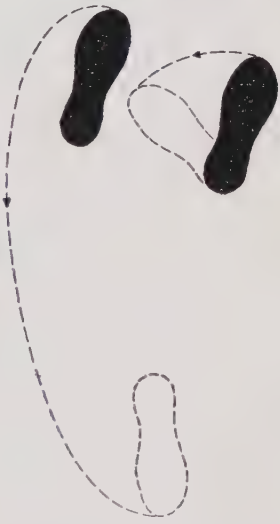


Diagram 27. Showing the position of the feet in a Reverse Pivot to the left.

IV. Pivoting

The pivot is also a means of evading a guard. It consists of a quarter or a half turn on the heel or toe of the supporting foot, followed by a transfer of the weight to the other foot at some

distance from its original position. See figures 18 and 19. The diagrams of the position of the feet will help to make this clear.

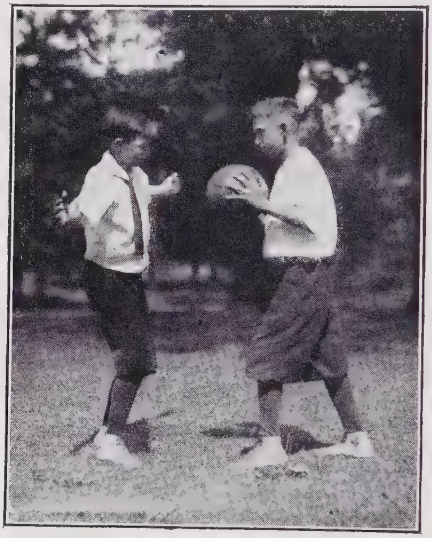


Figure 18. The player with the ball is guarded too closely to pass the ball forward. It should be observed that the arms of the guard are out at the side and not encircling the player or reaching over the ball.

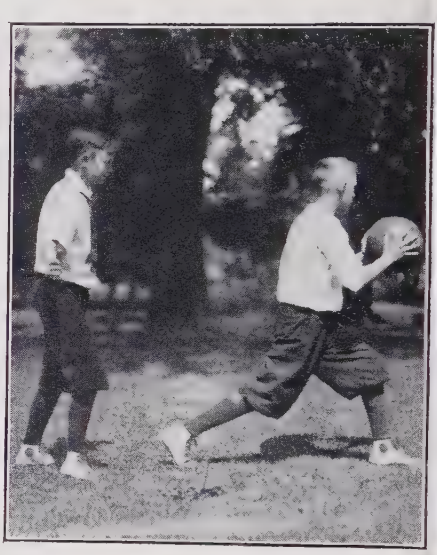


Figure 19. After a reverse pivot to the left he is free to pass the ball.

1. *Forward Pivot*

   (a) To the left on the left foot.
   (b) To the right on the right foot.

2. *Reverse Pivot*

   (a) To the right on the left foot.
   (b) To the left on the right foot.

All of these methods of pivoting should be practiced separately by each player at first and later combined with passes in different directions.

GAMES INVOLVING THE USE OF THE PIVOT

1. *Circle Pivot and Pass Relay*

The players of each team stand in a circle. Each player stands

with his right side toward the center of the circle. The ball is started by the captain who pivots and passes the ball to the player who was behind him and whom he now faces. This player receives the ball and repeats the action of the first player. The team finishing first wins.

2. *Pivot and Pass Relay*

The teams are lined up one behind the other, some distance apart. The ball is in the hands of the first player in each line. On signal he pivots and passes the ball to the player immediately behind him. This player receives the ball and repeats what the first player has done. The ball continues to the end of the line. When the last player gets the ball he runs forward to a place in front of the first player and starts the ball back again. Each time the players must move back so that there will be room for a finished pivot and pass. The first team to be in its original position wins.

V. Guarding

The essentials of correct form in guarding should be demonstrated by the teacher, then tried out by the class and put into

Figure 20. An illustration of the correct use of the arms in guarding.

practice in simple games. Later games of greater complexity are introduced and used for some time before captain ball itself is taught. The fact should be emphasized that all guarding must be done in a vertical plane; that is, no player may reach over or around an opponent. Springing into the air to intercept high passes should be taught. See figures 18 and 20.

GAMES INVOLVING GUARDING

1. *Line Keep-away*

This is played like Soccer Keep-away, page 34. All the different throws should be used, including the bounce pass. At first the pass to be used is indicated by the teacher. Later the pupils are allowed to use any pass they prefer.

2. *Circle Keep-away*

The class is in circle formation with one or more players in the center of the circle, the object of these players being to intercept passes between other players. The player who is successful in doing this takes the place of the one who failed to secure the ball.

3. *Nine Court Keep-away*

The playing space is marked off as for nine court basket ball on page 74. Players are distributed in the different courts, so that as nearly as possible there is the same number of players from each team in each square. The ball is passed about freely, a point being scored each time a successful pass is made between two team mates. The opposing side of course tries to secure the ball. This is a much safer game than keep-away for children of this age, because limiting the players to smaller areas will prevent undue exertion. For smaller groups the playing space may be divided into six courts or even into three courts.

VI. Jumping

Ability to jump is essential in captain ball not only for the two center players but for all others. Guards need this skill in intercepting high balls and basemen need it in foiling the attempts of

the guards. Emphasis should be placed on the crouching position in which the body is in readiness for the spring into the air. Later each team may be given a ball and under the direction of its captain, who tosses up the ball, members may practice jumping to touch the ball.

GAMES OR CONTESTS INVOLVING JUMPING

1. *Jumping Contest With Ball*

Two teams are lined up facing each other with members standing in order of height, so that individuals of the same height may be matched. The first player of each team steps forward and stands facing his opponent. The ball is tossed up between them. They both jump and try to touch the ball. The one successful in doing so scores a point for his team. The team having the largest number of points after all have jumped wins.

2. *Jumping Contest Without Ball*

The teams are lined up as in the Jumping Contest With Ball. The contestant is given a piece of chalk with which he makes a mark on the wall as high as he can reach while standing. He then jumps and at the highest point in his jump makes another mark. The one who makes the higher jump, *i.e.*, has the greater distance between his two marks, wins a point for his team. The team which has the highest number of points after all have jumped wins.

This game can be played more successfully because of the greater accuracy in measuring the jump if a hitch-and-kick apparatus is available. In such cases each contestant stands under the apparatus and the pan is lowered to the point where it can just be touched by the extended fingers. The pan is then raised and the person being tested jumps and reaches as high as he can. His score is the number of inches between the point at which he could reach the pan while standing, and the highest point at which he can touch the pan by jumping.

After some skill has been secured through this preliminary practice, the group is ready to take up captain ball.

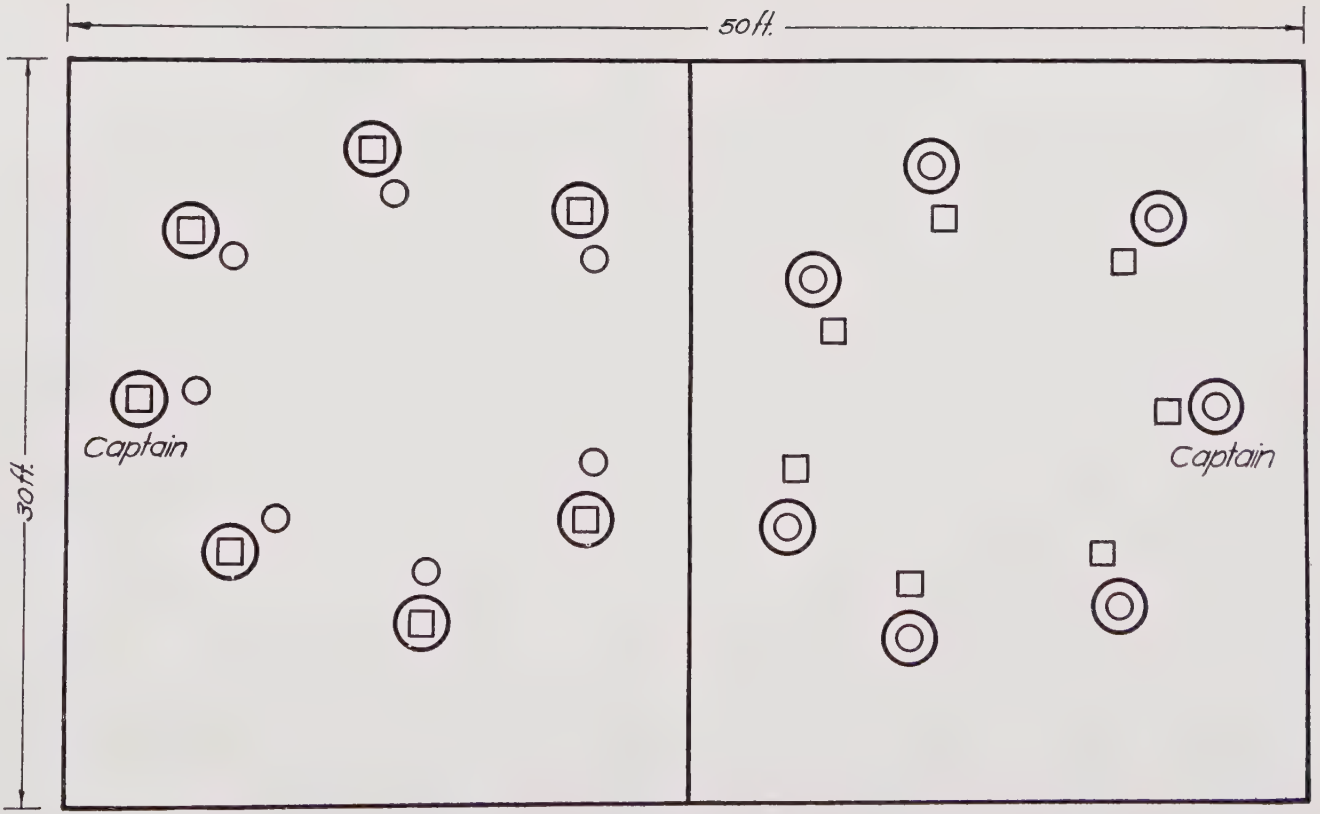


Diagram 28. Diagram of playing court and arrangement of players for Captain Ball. The circular bases are two feet in diameter and vary in number according to the number of players. When it is not convenient to have the bases painted on the floor, square or circular pieces of linoleum, rubber matting or cork carpet may be used and be removed when the floor

RULES FOR CAPTAIN BALL

Number of Players.—20-40.

Playing Space.—30 feet by 50 feet. (May be larger or smaller.)

Players.—Half the players on each team are basemen and half are guards, the basemen being stationed in the circles or bases. Each guard is stationed near a baseman of the opposite team.

The Game.—The game is played in two ten-minute halves. In the second half sides are changed and those who were basemen become guards, while the guards become basemen.

The ball is put in play at the center circle at the beginning of each half by a toss-up between two opposing guards. The other guards try to secure the ball and pass it to one of their basemen. The baseman in turn tries to pass it on to his captain. If too closely guarded he may make a quick pass to another baseman who may have a better opportunity to pass it to the captain.

Scoring.—One point is scored each time a successful pass is made to a captain from a baseman. Passes between basemen and guards, between two basemen, from captain back to baseman, or from guards to captain, do not count.

Fouls.—

(1) Holding the ball longer than three seconds.

(2) Carrying the ball more than one step.

(3) Stepping out of the circle with more than one foot, by a baseman.

(4) Stepping into a circle, or over the center line by a guard.

(5) Guarding in other than a vertical plane.

(6) Roughness, whether intentional or not.

Penalty.—The ball is given to the opponent of the player who made the foul, for an unguarded pass.

CHAPTER VI

SEVENTH AND EIGHTH GRADES

A PROGRESSION OF GAMES LEADING TO NINE COURT BASKET BALL

Nine court basket ball offers unusual opportunity to use large groups of people (eighteen to sixty) in playing the game and is especially suited to adolescent girls and to mixed groups, as it offers an opportunity to learn the technique of basket ball without the dangers of the game. This game is suggested in preference to the regulation girls' basket ball game, as it is safer to play in schools where a thorough medical examination is not possible. It gives the average pre-adolescent pupil all the training and all the pleasure provided by the regulation game of basket ball, without requiring too strenuous exertion. The rotation of players, after each basket has been made, enables each player to gain experience in playing in all positions, and restrains him from the over-exertion which would accompany playing some of the more active positions all of the time. The division of the court into small areas, thereby limiting the activity of the players, is one of the best features of the game.

The official girls' basket ball court, which is divided into three divisions, is further divided by two lines running parallel to the side lines as shown in the diagram. The playing space may be smaller than that of the official court, and often a playing space unsuitable for the regulation game of basket ball can be used for nine court basket ball with a considerable degree of success. One such space that has frequently had to be used is a room with four posts in the playing field. The lines were so drawn that these posts formed the intersecting points of the dividing lines that are parallel to the end lines of the court and of those lines parallel to the side lines. In this way the posts interfered with play much less than they would otherwise have done.

ELEMENTS OF SKILL

Drill should be continued in all of the skills thus far described, and the following additional skills should be taught:

I. Basket Shooting.

1. Chest shot.
2. Underhand shot.
3. Overhead shot.
4. Single overarm shot.

II. Juggling.

I. Basket Shooting

1. *Chest Shot*

This shot is performed in the same manner as the Chest Pass described in the Fifth and Sixth Grade section, page 47, except that it is directed obliquely upward. The ball may be sent in such a way that it will fall directly into the basket or it may be aimed at the backboard so that it will rebound into the basket. The first is called a free shot, and the second a banked shot. In case of a banked shot the ball is usually delivered with a spin. Ordinarily the free shot will be used from points directly in front of the basket or from points close to the end line, while the banked shot will be found more effective for points midway between. Much practice should be given in this shot from many different positions. After a degree of proficiency has been attained from the standing position, the players should have the ball passed to them while running, and should shoot for the basket as soon as the ball is received.

2. *Underhand Shot*

This shot is performed in the same manner as the Underhand Pass described on page 46. Not much time should be spent on it because of the ease with which it can be intercepted by guards and because if not encouraged to use other shots, unskilled players will use this shot constantly. Since, however, some players use it for a free throw, it is a good idea to present it.

3. *Overhead Shot*

Same as Overhead Pass described on page 54. Not so much distance can be made by the use of this shot as by the use of the Chest Shot, but it offers distinct advantages in evading a guard.

4. *Single Overarm Shot*

Same as Single Overarm Pass described on page 55.

GAMES INVOLVING BASKET SHOOTING

1. *Goal Shooting*

Two teams are lined up side by side in a semicircle around the basket with the members of one team alternating with those of the other. The player at the right end of the line shoots for the basket, scoring one point for his side if he is successful. He gives the ball to the second player and the game continues until each player has had one trial. The player at the left end of the line then goes to the right end and each player moves one place to the left. The game continues until each player has had a trial from each position. The team with the highest score wins.

2. *Arch Goal Ball*

NUMBER 1.—Two teams, lined up one behind the other, stand facing the basket fifteen or twenty feet away from it. At signal the ball is passed back over the heads of the players. When the last player in line gets the ball he runs forward and shoots for the basket, continuing until he is successful. He then takes his place at the head of the line and the game is continued as before. The team which finishes first wins.

NUMBER 2.—Another way of playing this relay is to have each player try but once for the basket, scoring one point for his team if he is successful. Five points are given to the team finishing first. The team with the highest number of points wins.

3. *Stride Goal Ball*

Like Arch Goal Ball except that the ball is passed back between the feet of the players who stand with feet astride.

4. *Five, Three, and One*

This game is best for a small group, but it may be used as a form of team competition. The first player shoots for the basket from the foul line, shoots a second time from the point where he recovers the first ball, a third time from the point where he recovers the second ball. If successful the first time, he scores five points, the second time, three points, and the third time, one point. The individual with the highest number of points wins or, if the game is used as a form of competition between teams, the team with the highest number of points wins.

5. *Juggle Goal Relay*

Like Juggle and Pass Relay, page 71, with the addition of Basket shooting.

6. *Basket End Ball* *

OBJECT OF THE GAME, PLAYING REGULATIONS, AND SCORING METHOD

The Playing Court is the same as in Girls' Basket Ball, except that each third of the court is again divided in half, making six sections in all. Each team has an equal number of centers, forwards, and guards. The total number playing is determined by the size of the group to be accommodated. At the beginning of the game the players are arranged as in the diagram.

The ball is put in play at the center of the court by tossing it up between two players of opposing teams. All players remain in their respective sections of the court, and the ball is passed from section to section with the object of getting it into the possession of the forwards, who then shoot for the basket. Whenever the ball is successfully passed into the hands of the forwards from the centers or guards of the same team, one point is scored by that team. If the shot then taken for the basket is successful two additional points are scored and the ball is put in play again as at the beginning of the game by a toss up at the center, between two

* This game was originated by Dr. Willard Zohn, Normal School of Observation and Practice, Philadelphia, Pa. It is given here by permission of *Mind and Body*.

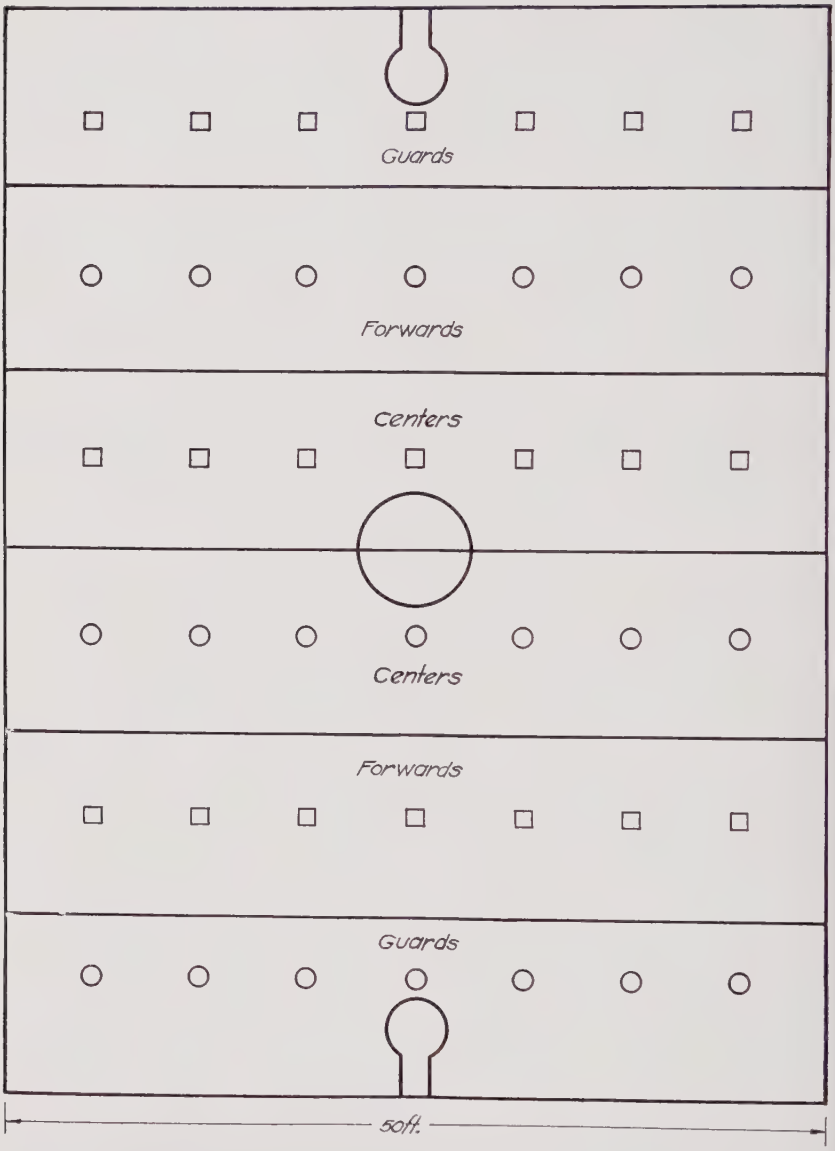


Diagram 29. Showing playing space arrangement of players for Basket End Ball.

players of opposing teams; if the shot for the basket is not successful play is continued as before.

The game is played in three or more three-minute periods or innings. At the beginning of each new period of play the forwards become centers, the centers become guards, and the guards become forwards. In this way each player is given an opportunity to play in each position and thereby enabled to develop skill in more elements of the game than would be possible if he played in one position throughout the game.

Fouls.—Fouls are committed by:

(1) Stepping out of the bounds of the players' position zone.

(2) Playing the ball when it is in possession of a player of the opposing team.

(3) Running or walking with the ball, or dribbling.

Penalty.—When a foul is committed, a free throw is taken from the basket ball foul line by any forward of the opposite team. If this trial is successful, one point is scored and the ball is put in play at center. If it is not successful play is continued without interruption. When the ball goes out of bounds at the end of the court it is in possession of the guards at that end of the court.

II. Juggling

Juggling is another means of evading an opponent. It consists of tossing the ball in the air and recovering it before the guard can intercept it. Only one such toss may be used at a time. A successful juggle often enables a player to gain distance and make a pass without intervention on the part of a guard.

GAMES INVOLVING JUGGLING

1. *Juggle and Pass Relay*

The teams are in line formation as shown in the diagram. The first player in each team has a ball. At signal he tosses the ball forward and runs to recover it. He continues his run forward to line AB then and passes the ball back to the next one in the line, who repeats what the first one did. The line that finishes first wins.

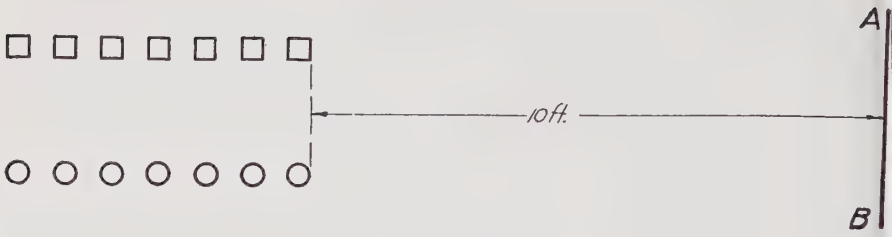


Diagram 30. Showing arrangement of players for Juggle and Pass Relay.

2. *Toss Over Rope Relay*

The teams are in line formation. Fifteen or twenty feet away from the starting line, a rope is stretched eight feet from the ground. At signal the first player in each line runs forward and tosses the ball over the rope, recovers it, returns, and hands the ball to the next one in line, who continues in the same way. The first line to finish wins.

ADDITIONAL GAMES TO USE IN DEVELOPING SKILL IN THE FUNDAMENTALS OF BASKET BALL

1. *Running Pass Relay*

The teams are lined up as shown in the diagram on the next page (Diagram 31). The first two players of each team run forward to the line AB passing the ball back and forth as they go, and also on the return. The next two players do the same. The team that finishes first wins. Emphasis should be placed on getting rid of the ball quickly to prevent advancing while holding the ball.

2. *Double Juggle and Pass Relay*

The teams are lined up as in the Running Pass Relay. The player in possession of the ball throws it forward, runs to recover it, and passes it to his partner, who has also run forward. This player repeats what the first player did. They continue down to the line AB and then return in the same manner. The next two in line repeat this. The team first to finish wins.

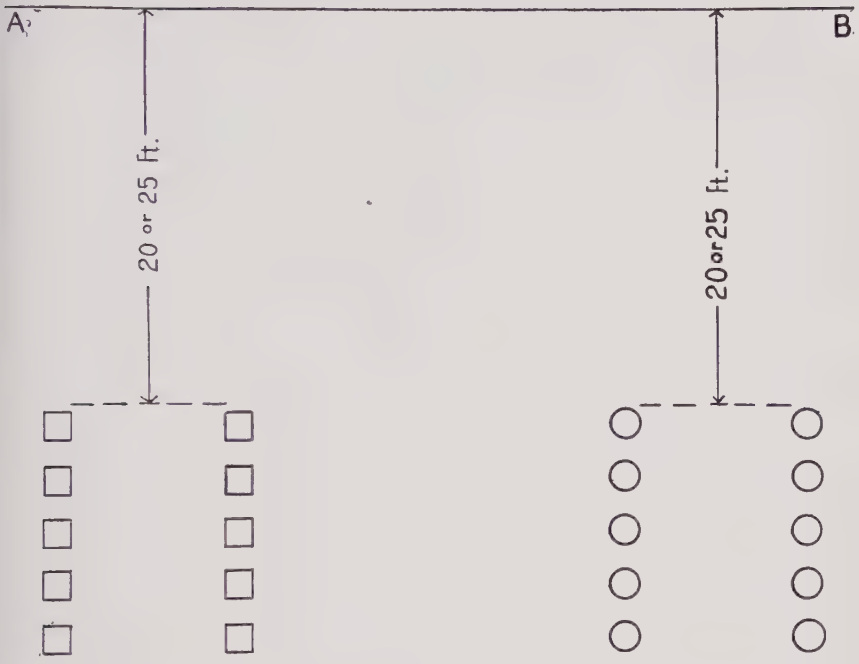


Diagram 31. Showing arrangement of players for Running Pass Relay.

RULES FOR NINE COURT BASKET BALL *

Teams.—Nine on a team shall ordinarily be the official number used, but when there are large groups, the number may be increased, since the object is to develop the social and recreational features of the game and not to train championship material.

Choosing Teams.—The players are lined up according to height, strength, or playing ability, in two lines, A and B, and are then numbered from one to nine, the numbering being repeated until all pairs are numbered. The players then go to the courts which correspond to their numbers and become opponents, playing with their respective teams, A or B.

Team A—1, 2, 3,.....9. 1, 2, 3, etc.
Team B—1, 2, 3,.....9. 1, 2, 3, etc.

Rules.—The latest Spalding's Official Basket Ball Guide shall govern all plays except in the case of special rules here given. These rules shall be enforced strictly and those who are teaching

* From the California Syllabus of Physical Education.

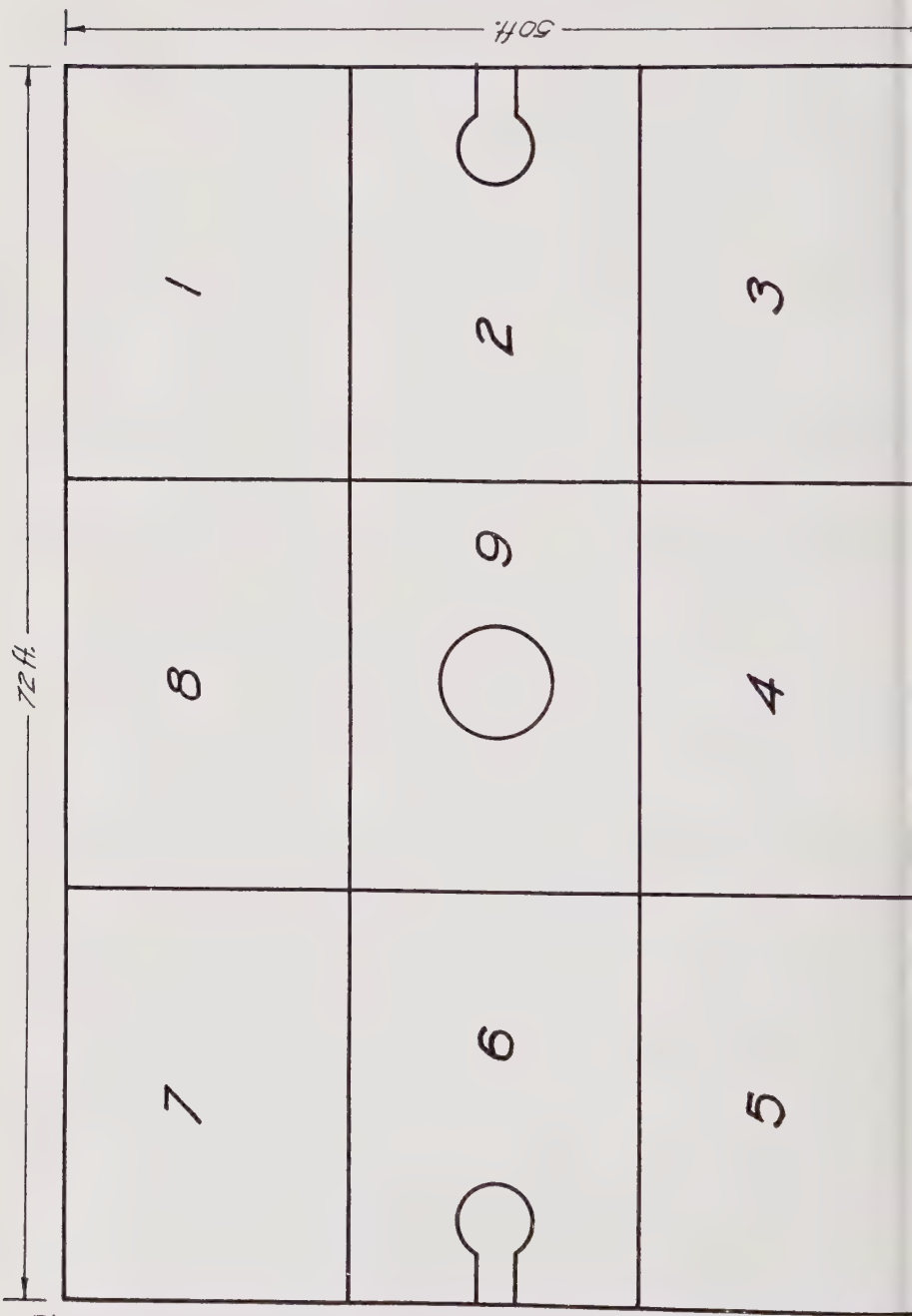


Diagram 32. Diagram of court and arrangement of players for Nine Court Basket Ball.

the game shall make a careful study of them in order that the instruction throughout the community may be uniform, thereby insuring interest and greater pleasure for the participants, both at school and outside.

Special Rules.—Time of Playing: Two ten-minute halves with a ten-minute rest period between, shall be the official time for contest games. The referee may call time whenever he feels it advisable to do so. Practice games may be played with three ten-minute playing periods with five-minute rest periods between the playing periods.

Throwing for Goal from the Field.—Only the forwards in the three end courts shall throw for field goals. Goals so made shall score points for the side whose basket the ball passes through.

Free Throw for a Foul.—When free throws, given for fouls, are to be tried, one of the center forwards who is then in court number 2 or in court number 6 shall try for the free throw. If successful, the goal so made shall score one point.

Progression.—Players progress after each goal made, in the following order:

1's into court 2
2's into court 3
. . . . . .
. . . . . .
9's into court 1

No Bouncing.—No bouncing of the ball shall be allowed.

Line Fouls.—If a line foul is made by the team in possession of the ball a free throw for the basket shall not be awarded, but the referee shall give the ball to a member of the opposite side. The referee shall give it to the nearest opponent of the person who was in possession of the ball at the time the line foul was called. This player shall have an unguarded throw to another player, but may not shoot for the basket until the ball has been caught by some other player, when, if it is returned and if he is a forward in one of the three end courts, he may shoot for goal. If he is not a forward he may not throw for goal.

If a line foul is made by the team not in possession of the ball, the player who has the ball retains it and is allowed an unguarded throw, but he may not shoot for the basket until the ball has been

caught by some other player. If the referee sees, however, that having the foul called will be to the disadvantage of the team not making the foul, that is, if a player of that team happens to be in an advantageous position for shooting the basket, then she does not call the foul but allows play to continue.

If a double line foul is made there shall be a toss-up between the player who has the ball when the double line foul is called, and his nearest opponent.

If in any case there are more than two players in a court, only the player who has the ball when the double line foul is called,

Free Throw Line.—The line for a free throw shall be fifteen feet from the basket.

If when a free throw is being made, there are but two players each in courts 2 and 6, the guards shall stand no closer than fifteen feet from the basket and shall not interfere with the forward's throw, nor move until the ball has entered or has missed the basket. If when a free throw is given there are more than two persons playing in courts 2 and 6, the guards and other forwards shall stand back on the "side dividing lines" nearest the basket, and none of the players shall move until the ball has missed the basket.

In case there are only eight players on a team, court 8 is eliminated and the jumping centers cover the entire area for courts 8 and 9.

In case there are only seven players on a team, courts 8 and 4 are eliminated and the jumping centers cover the entire areas of courts, 8, 9, and 4. If the above ruling is necessary the center players must be watched carefully to see that they do not suffer from over-exertion. Rotation of players will obviate this danger so in case a basket is not made for some time, the referee should blow his whistle and have the players rotate.

Part III

SPRING ATHLETIC PROGRAM

CHAPTER VII

THIRD AND FOURTH GRADES

A PROGRESSION OF GAMES LEADING TO LONG BASE

The plan followed thus far in this outline of building up a program around one game which is of special interest at one season of the year has been continued here by mapping out a program of games of the Baseball type. Because of the complexity of the rules of Baseball and with the introduction of as difficult an element of skill as batting, it will be found to be more satisfactory to spend some time in acquainting the children of these lower grades with some of the rules of the game through the game of Base Kickball, a game in which a soccer ball is used, which they are already accustomed to handling. In this game the ball is kicked instead of being batted, and thus the children are able to use a skill already developed while learning the rules and opportunities of a new game. Base Kickball is an excellent introduction to Baseball, offering as it does many of the situations that exist in the more complicated game of Baseball. The children become accustomed to the idea of running as soon as the ball is kicked, an important point for the batter in Baseball. They learn the rules of base running and therefore enjoy Baseball more when they take it up in the fifth and sixth grades. They learn to watch the bases and to know where to throw the ball in order to make an "out" or a "double play."

If it is found that the children need practice in kicking, the program for the fall should be referred to again for methods of drill on technique and for games to be used in developing this skill. The outline for the winter should be referred to for material on throwing and catching the ball. If these elements of skill were well developed in their proper season, not much additional practice will be needed here other than that afforded by the game itself.

BASE KICK BALL *

Ball.—A soccer ball.

Number of Players.—Ten to thirty.

Game.—The game is played in any number of innings, an

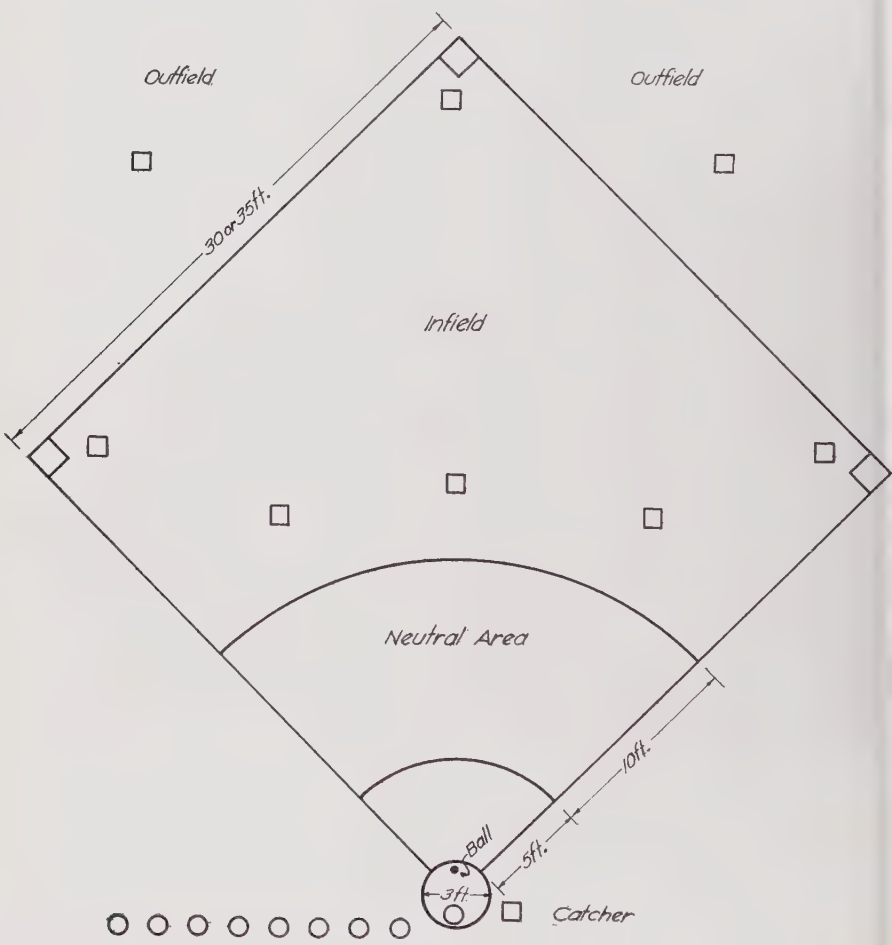


Diagram 33. Diagram of field and arrangement of players for Base Kick Ball.

inning being a period of play in which each team has its opportunity to score, or, in baseball terminology, "its turn at bat."

Players.—The players of the side that is kicking should be

* This game was originated by H. S. De Groat and is given here by permission of *Mind and Body* in which magazine it was first printed.

lined up so that each one takes his proper turn at kicking. If three "outs" are made before all players have had a turn, the player who would have had the next turn will be the first kicker in the next inning.

The players of the other side are arranged as shown in the diagram. No player may be in the neutral area until the ball has been kicked.

Fig. 21. Fifth Grade Boys Playing Base Kick Ball at Illinois State Normal University.

RULES FOR BASE KICK BALL

The Kicker.—The player must stand within the circle when kicking the ball, and is allowed only one step forward in kicking. The ball must be lifted from the ground on the kick and must land beyond the five-foot line. In order to be a fair ball it must also land within the area bounded by the line from home plate to first base and the line from home plate to third base or by a continuation of those lines.

Any infraction of these rules is counted as a foul.

The Base Runner.—The base runner may take one base only on a ball that strikes the ground or that strikes any player in the territory marked "infield."

He may take one additional base if the ball is thrown to a base and is missed by the baseman.

He may go as far as he can on a fly ball kicked to the outfield.

He may not leave his base until the ball is kicked.

A Play is "Out."—

(1) When a fly ball just kicked by him is caught.

(2) When the ball is held on first base before he gets there.

(3) When a fly ball that was caught is sent to a base that the player occupied, and is held there before the player can return to the base.

(4) If he makes three fouls.

(5) When he is tagged by the ball in the hands of a player unless he is touching the base he is entitled to.

Side Out.—When three "outs" have been made by one side, that side is out and goes into the field while the other side has its turn at kicking.

Score.—One point is scored each time a player is successful in making a complete circuit of the bases.

"Spalding's Official Baseball Guide" may be consulted for further rules.

LONG BASE

The team game selected to follow the preparatory work just given is Long Base, one of the simplest forms of Baseball. A large soft playground ball is used, and the shortest bat that can be procured, as children of this age find the correct handling of a long, heavy bat to be quite a difficult problem.

ELEMENTS OF SKILL

I. Throwing.
II. Catching.
III. Pitching.
IV. Batting.

I. Throwing

The children will need help in learning how to throw a baseball with accuracy and speed. The left foot is placed eight or ten

inches in advance of the right and the right hand holding the ball is drawn back until it is well back of and slightly above the right shoulder. The trunk is rotated to the right. See figure 22. The left hand is extended forward in the direction of the throw. In throwing, the ball is carried forward forcibly, the trunk is rotated to the left, and the left arm is carried back. See figure 23.

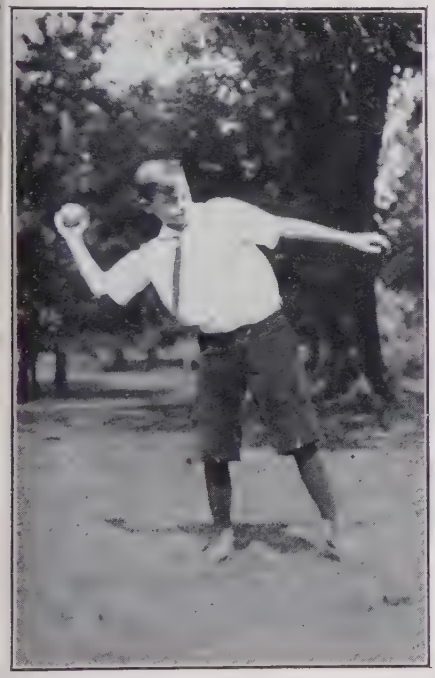


Fig. 22. Preparatory position for throwing a baseball.

Fig. 23. Position after throwing a baseball.

The movement should be demonstrated by the teacher, and each of the children should practice it before balls are given them with which to continue the practice.

II. Catching

Not much can be taught as to the correct way to catch a ball except what the children learn through actual experience in catching and handling the ball. An effort should be made therefore to interest them in the activity so that they will acquire skill through

frequent repetition. This practice will be interesting and profitable if several balls are used and all of the children kept busy.

GAMES INVOLVING SKILL IN THROWING AND CATCHING

1. *Teacher and Class* (See page 49)

2. *Zigzag Pass Relay*

This game is played like Zigzag Pass Relay described under Soccer except for the fact that the ball is thrown instead of being passed with the feet.

3. *Circle Ball*

The class is divided into three or four groups and each group is lined up in circle formation. There must be one ball for each group. The ball is thrown around rapidly from one player to another not following a definite order. Unexpected changes of direction help to make the game interesting. Any player who fails to catch the ball has one point scored against him. At the close of the playing period any player who has three points against him must do some stunt suggested by the other children.

4. *Baseball Pass Relay* (See Basket Ball Pass Relay, page 49)

5. *Pass Ball* (See Pass Ball under Basket Ball, page 50)

6. *Center Tag Ball*

The class is divided into three or four groups, each with a ball, and each lined up in circle formation. One player is in the center of each circle. The other players throw the ball around freely and the center player tries to catch or tag the ball. If successful in doing so he changes places with the player who touched the ball last.

III. Pitching

The pitcher must always use the underhand throw and since other members of the team occasionally use this throw also, it

hould be taught here. The ball is carried in the right hand down nd back of the right hip. The trunk is rotated to the right. In hrowing, the arm is swung forward and up as a step forward is aken with the left foot. The arm must always travel in a line arallel with the line of direction of the ball. The trunk is rotated o the left and the left arm is swung back. See figures 24 and

Fig. 24. Preparatory position for pitching a baseball (underhand pitch).

Fig. 25. Position after pitching a baseball (underhand pitch).

25. This movement also should be practiced before balls are used. Most of the games listed above as giving practice in throwing and catching, can be given here if the underhand throw is used.

IV. Batting

We cannot expect to develop correct form in batting at this age, but in demonstrating how to bat certain facts should be emphasized. The bat should be held near the end, the left hand nearest the end and the right hand just above it. The batter stands facing the plate with his feet eight or ten inches apart

sideward. The bat is drawn back behind the right shoulder. Attention should be drawn to the fact that the hands and arms are kept well out from the body, the left elbow being held almost as high as the shoulder. See figure 26. The bat is swung forward in a horizontal plane and after the ball is hit this swing is continued until the bat is around behind the left shoulder. See figure 27. After this has been demonstrated the class should be divided into

Fig. 26. Preparatory position for batting. Note the position of the left elbow and the horizontal position of the bat.

Fig. 27. Position at that point in the swing when the bat comes in contact with the ball. After contact with the ball the swing is continued until the bat is back of the left shoulder.

as many groups as there are bats, and under the direction of one of their number each member of each group practices holding and swinging the bat. Later, in these same groups, balls may be used, and each child be given a chance to try to hit the ball. This informal practice will be more effective than that secured through any game yet devised for these small children. In order not to leave out the fun element in such a lesson, one of the games listed

under throwing and catching should be played after the batting practice. This is especially important in order to keep the children from becoming discouraged and therefore losing interest.

The group should, after this preliminary practice, be ready to take up Long Base, one of the simplest forms of Baseball. It is one of the best forms of the game for this group, because of the fact that any ball which is even touched by the bat is called a fair ball, a fact which will encourage the more timid batters.

RULES FOR LONG BASE

Number of Players.—20-40.

Although a group of forty children may play the game at one time it will be more enjoyable and more beneficial if such a group be divided into two sections, each section playing its own game.

Playing Space.—30 feet by 50 feet. (May be larger or smaller.)

Players.—The players are divided into two teams of equal size, one team being placed out in the field arranged as shown in the diagram, while the other is lined up in readiness for batting. The members of each team are numbered, and they take their turns at batting in regular order. At the beginning of each new inning the first batter is the one whose number follows the number of the last batter of the preceding inning.

Strike.—(1) Any ball struck at but not hit by the batter. (2) Any ball passing over the home plate between the height of the shoulder and the height of the knee of the batter, even though not struck at.

Ball.—Any ball which does not pass over home plate, or which goes higher than the shoulder or lower than the knee, if it is not struck at.

Four balls entitle the batter to walk to the long base without being put out.

Fair Ball.—Any ball hit with the bat, irrespective of where it goes. Even if merely touched by the bat the ball is called a "fair ball."

After a fair hit the batter immediately tries to run to the long base before his opponents can put him out.

Base-Runners.—The base-runner may take any path he chooses on his way to and from the long base.

More than one base-runner may remain on the long base at one time.

More than one base-runner may run home from the long base at the same time.

Batter is Out.—

(1) If the ball he has just batted is caught.

(2) If the ball is caught by the catcher on the third strike.

Base Runner is Out.—If he is touched by the ball in the hands of a player of the opposite team while he is running to or returning from the long base.

Score.—One point is scored each time a player is successful in returning safely to home base after touching the long base.

The rules for Baseball as given in "Spalding's Baseball Guide" should govern any points not mentioned above.

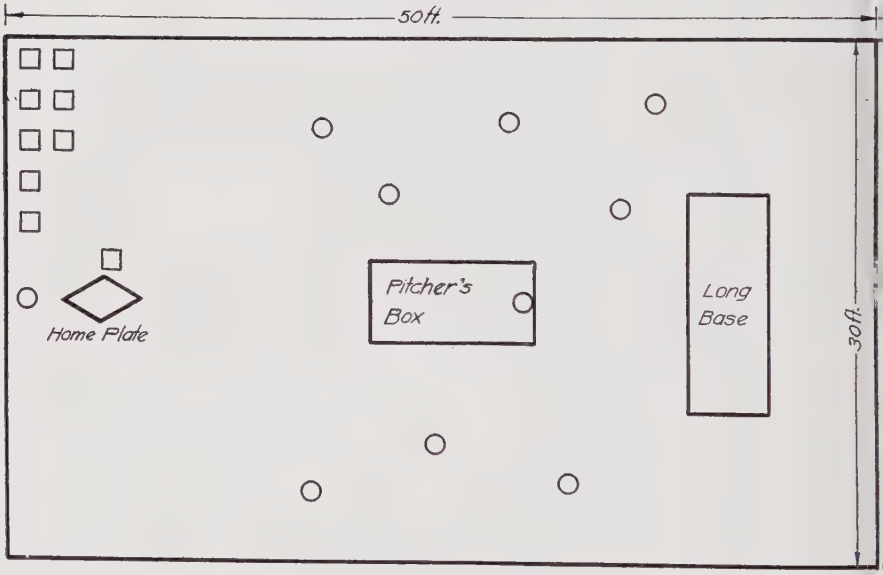


Diagram 34. Diagram of field and arrangement of players for Long Base.

CHAPTER VIII

FIFTH AND SIXTH GRADES

A PROGRESSION OF GAMES LEADING TO INDOOR BASEBALL

Indoor Baseball is the game selected for both the boys' group and the girls' group. It is of course understood that even though the game is called Indoor Baseball it is a game well adapted for use out-of-doors and, as has been said before, this outline is intended for an outdoor program. The boys will spend some time on improving technique through drill on the form of the movements and through many simple relays, and will then begin playing the game of Indoor Baseball itself. The girls will have the same preliminary practice as the boys, and then will enjoy a review of the old game Long Base for about two weeks, at the end of which time they should be ready to take up Indoor Baseball.

ELEMENTS OF SKILL

I. Throwing.
II. Catching.
III. Pitching.
IV. Batting.

I. Throwing

The throwing technique is the same as described for the third and the fourth grades, page 82. A distance test or an accuracy test will often stimulate an interest in improving throwing ability. Picking out one child who throws very well and having him demonstrate for the class the method of throwing will lead to an interesting discussion. The good points may be picked out by the class and then each pupil may try to improve his own performance. Much practice should be given with the ball so that the players will become accustomed to handling it in various ways.

II. Catching

The proper way to catch a ball should be taught here and a effort made to secure good form. If a ball is caught above th waist the fingers should be directed upward and slightly backwar and the hands cupped around the ball. The fingers should b

Fig. 28. Position for catching a ball above the waist.

Fig. 29. Position for catching a ball below the waist.

held close together. If a ball is caught below the waist the fingers are pointed downward and the thumbs are held in close to the hands. If children are taught this method and given enough practice so they will actually put their knowledge into effect, many sprained fingers and thumbs will be avoided. See figures 28 and 29.

GAMES OFFERING PRACTICE IN THROWING AND CATCHING

1. *Fly Ball Pass Relay*

This game is played in the same manner as Basket Ball Pass Relay, page 49, except for the fact that half way between the line AB and the line back of which the players stand a rope is stretched across the space at a height of eight feet. The ball must be thrown over this rope. In case of failure to do this the player must take his turn again.

2. *Baseball Shuttle Relay*

This game is played in the same manner as Shuttle Pass Relay described on page 8, except that the ball is thrown instead of being passed with the feet.

3. *Overtake Ball*

This game is played in a manner similar to Overtake Ball, page 18.

4. *Five Trips*

This game is played in a manner similar to Five Trips, page 19.

5. *Shuttle Distance Thow*

This game is conducted like Shuttle Distance Kick, page 12.

III. Pitching

Greater attention should be paid to details of form in these grades than is advisable in the third and fourth grades. Both accuracy and speed in delivering the ball should be worked for, and much practice should be given in throwing and catching the ball. The members of the class may be arranged in two lines facing each other at a distance of twenty, twenty-five or thirty feet. As many balls as are available should be used and the teacher should give directions as to the type of throw to be used, *i.e.*, overhand, under-

hand (or pitching), grounder, or fly ball. In this way practice in catching the ball in various situations is given as well as practice in throwing it. The games that have been used in the preceding years can be used again here in giving practice.

GAMES OFFERING PRACTICE IN PITCHING

1. *Accuracy Pitching Contest*

The target used for Accuracy Throw Test shown on page 118, is used for this game. The teams are lined up behind a mark thirty feet from the target. Each player has three trials. Points are counted as in the Accuracy Throw Test. The team wins which has the highest total number of points. When played in this way, individual records are not kept. The value of the game lies in the fact that it stimulates interest in developing skill and it will encourage practice before the actual test is taken.

(2) *Bowling Contest*

The teams are lined up as shown in the diagram. Halfway between the two sections of each team is placed a box about ten or twelve inches in height on which are placed two Indian clubs six or eight inches apart. The first player in the "A" section of each team pitches the ball, attempting to knock down one of the Indian clubs. He scores one point for his team if he is successful. The first player in section "B" recovers the ball and repeats what the first player in the other section did. Play continues in this manner until all have finished. The team wins that has the highest total number of points.

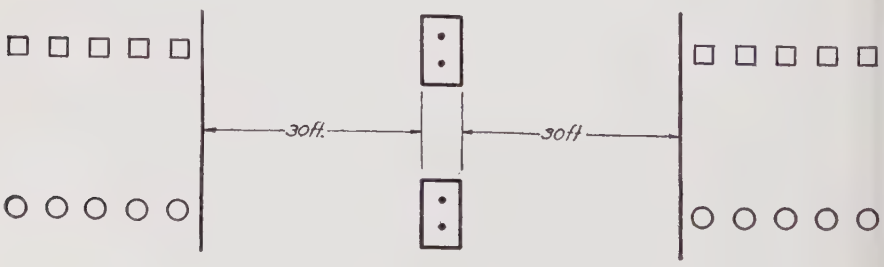


Diagram 35. Showing arrangement of players for Bowling Contest.

IV. Batting

The essentials of good form in batting that are given for the third and the fourth grades are reëmphasized here. It is possible to develop a considerable degree of ease of movement in handling a bat, if interest is aroused and held. Class discussion, followed by the informal type of practice suggested for the third and the fourth grades, will be an effective way of improving form. It should be especially emphasized that the bat must be swung in a horizontal plane and that the arms and elbows are kept well out from the body. The pictures in this book may be shown to the class, as well as any pictures found in newspapers or magazines, which illustrate these points.

GAMES OFFERING PRACTICE IN BATTING

1. *Line Ball*

The members of the teams take places side by side in two lines facing each other at a distance of thirty feet. The player at the left end of one of the lines has a bat and the player across from him has a ball. The ball is pitched to the batter, who tries to bat the ball across the line on which the opposite team is standing. If successful in doing so, he scores one point for his side. After batting, he hands the bat to the player at his right, who attempts to bat the ball pitched by the second player of the opposite team. When each player of the first team has batted, the bat is given to the other team and each of its members has a trial at batting. The first batter becomes the catcher for succeeding batters and all pitchers become fielders as soon as they have had their turns at pitching. If any pitcher delivers four balls, a point shall be counted for the other side. The team wins that has the highest number of points.

2. *Individual Batting Contest*

The class is divided into as many groups as the playing space will allow; probably four will be the most convenient number. These are grouped as shown in the diagram, near the center of the field and the players bat out toward the corners of the field.

Each player in turn tosses the ball up and as it comes down to the right height for batting he bats it out into the field. The teacher signifies the kind of hit he is supposed to make, *i.e.*, right, left or center field, grounder, fly ball, etc. If successful, he scores one point. The individual wins who has the highest number of points after a specified number of turns. This may also be made a form of team competition by adding the points of all members of each team.

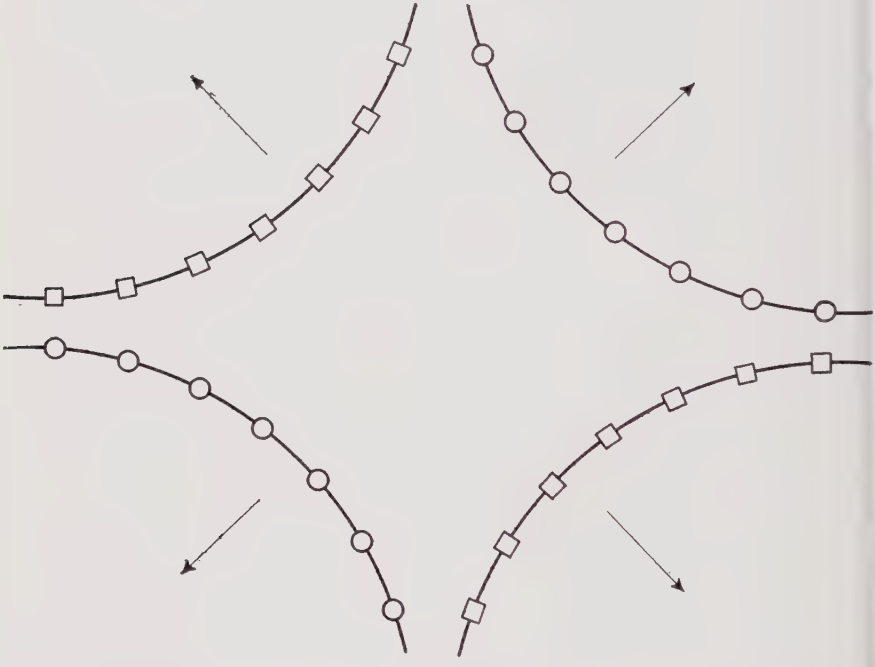


Diagram 36. Showing arrangement of players for Individual Batting Contest.

The class should now be ready for Indoor Baseball, the essential rules for which are given here. For detailed rules "Spalding's Official Baseball Guide" should be used.

RULES FOR INDOOR BASEBALL

Players.—Ten players shall compose each team. The captain may place his players as he chooses, with the exception of the pitcher, who must deliver the ball from the pitcher's plate.

The Pitcher.—The pitcher must stand with both feet on the pitcher's plate and must be facing the batter before delivering the ball to the batter. He shall advance but one step in delivering the ball. After delivering the ball he may advance toward the batter. The ball must be delivered legally, that is, it must be delivered below the hip, and parallel to the line of direction.

Game.—The game shall consist of any number of innings.

A Fair Hit.—A fair hit is a batted ball which strikes any place inside the base lines between home plate and third base, and home plate and first base, or on these lines, the point where it first hits deciding. A ball which strikes inside the base lines between the home plate and third, and home plate and first, and then rolls out shall be decided a fair ball.

A Foul Hit.—A foul hit is a batted ball which strikes any place outside the line between first and home, and the line between third and home. If a ball strikes outside and rolls in between first and home and third and home, it shall be called a foul. If the batter has not already had two strikes, a foul is counted a strike. A base runner may advance on a caught foul providing he was on the base he was entitled to when the ball was caught.

A Strike.—A strike is recorded against a batter when:

(1) A ball is struck at by him without its touching his bat.

(2) He hits a foul not caught on the fly, unless two strikes have been previously called.

(3) A legally delivered ball passes over the plate, between the height of the batter's shoulders and the height of his knees, and is not struck at.

The Batter is Out.—

(1) If he makes a foul or a fair hit, and the ball is held by a fielder before the ball touches the ground.

(2) If he interferes with the catcher in fielding his position, or in throwing to bases.

(3) Immediately after three strikes have been called on the batter.

Base Running, When to Start.—

(1) A base runner must not leave his base when the pitcher holds the ball standing in his box.

(2) A base runner must not leave his base on a pitched ball until after it has left the pitcher's hand.

A Base Runner Shall Return to His Base without Being Put Out.—

(1) If a batter hits a foul not caught by a fielder on the fly.

The Base Runner Shall be Entitled, Without Being Put Out, to Take One Base in the Following Cases.—

(1) If, when he is batter, the umpire calls four balls.

(2) If, occupying a base, a succeeding batter is given four balls thereby forcing him off that base.

A Base Runner is Out.—

(1) If, after a fair hit, the ball is held by a fielder touching first base with any part of his person before he can reach such base.

(2) If he fails to avoid, or interfere with, or obstructs a fielder in the act of fielding a batted ball.

(3) If he intentionally interferes with a thrown ball.

(4) If, when the ball is in play, he is at any time touched with the ball in the hands of a fielder, unless he is touching the base he is entitled to. The fielder must in all cases hold the ball after touching him, that is, if he touches the runner and then drops the ball, he shall be called safe. First base is the only one which the runner is allowed to overrun after he has touched it. If after overrunning first he attempts to run to second before returning to first, he shall forfeit such exemption from liability to be put out.

(5) *a.* If a fair or foul hit fly is caught by a fielder and the ball be returned to the base the runner occupied, before said runner can return to that base. *b.* If the runner can be touched with the ball in the hands of any fielder before he is able to return to that base. A runner is forced off a base, by a batter going to first and touching that base, that is, if first, second, and third bases are occupied and the runner from second base advances and touches third base he becomes the rightful holder of that base. When this happens the runner from third base is out if the ball is held by a player touching home plate, or if he is touched by the ball in the hands of a fielder before he can reach home plate.

A Base Runner May Advance (*may be put out*).—

(1) After a fair or foul fly has been caught. The base runner may advance as soon as the batted ball strikes the fielder's hands.

Score.—A run shall be scored each time a base runner, after having successfully touched each base in order, touches home plate according to all preceding rules.

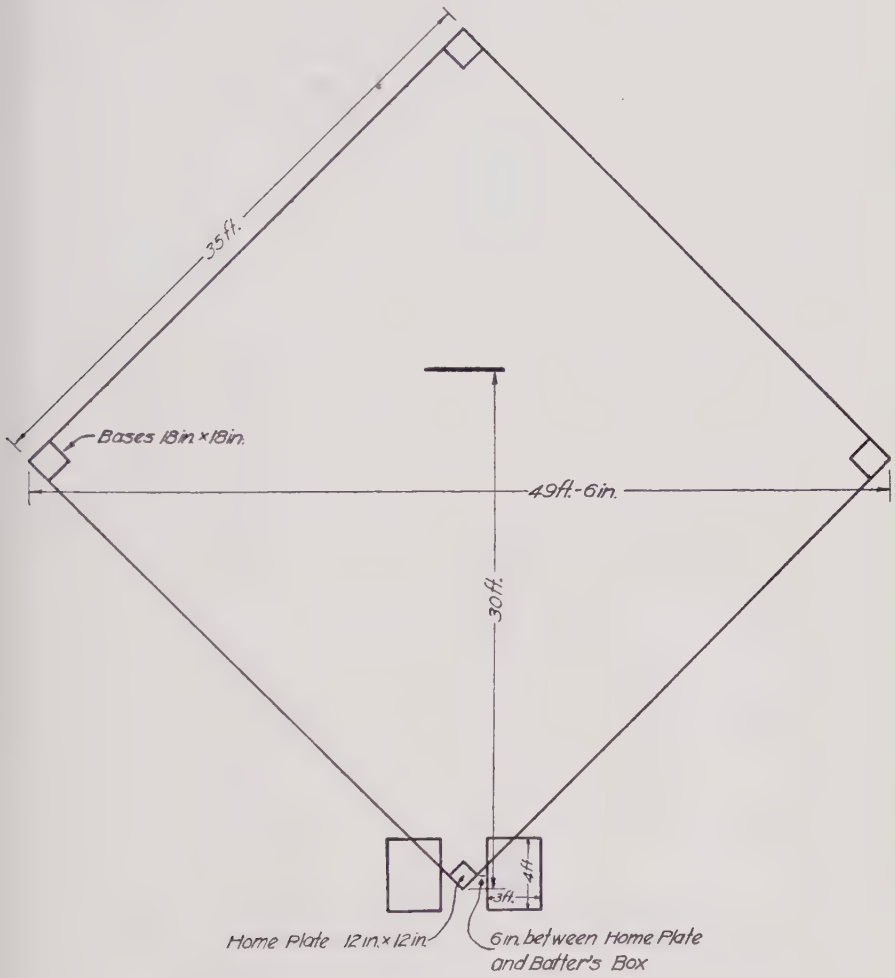


Diagram 37. Diagram of Field for Indoor Baseball.

CHAPTER IX

SEVENTH AND EIGHTH GRADES

A PROGRESSION OF GAMES LEADING TO INDOOR BASEBALL

Indoor Baseball is the game selected for the seventh and eighth grades as well as for the preceding grades. The boys of this age will get more pleasure from Outdoor Baseball and where possible it may be used but owing to the fact that it takes much more equipment and a larger space than the indoor game the latter is the one selected for this program. If a program of Outdoor Baseball is followed the "Official Baseball Guide" should be used for rules. The technique is the same as that of the other game except for pitching, the overhand throw being used in Outdoor Baseball instead of the underhand pitch which is used in Indoor Baseball. The relays and games given in the fifth and sixth grade outline may be used here for both the boys' and the girls' groups, greater insistence being placed on proper execution of the movements. Greater speed and accuracy should be worked for in all of the elements of skill, which are the same as those described in the outline for the preceding grades.

It is usually taken for granted that boys of this age will play baseball anyway and that therefore, there is no need to spend time teaching it. However, in order to keep up an interest in baseball throughout a whole season and in order to interest the boys who are not so skillful at athletics as many other boys are, it is just as necessary that an orderly progression be made from lesson to lesson in this game as in any other. An inexperienced teacher may sometimes feel that the boys know more about baseball than she does and consequently, she may feel somewhat timid about trying to teach it. A careful study of the rules of the game and an analysis of the weak and strong points of her teams will enable her to interest the pupils in practicing to improve their technique.

This improvement in technique will of course result in greater enjoyment of the game on the part of all of the boys.

Planning the work in this way has a similar effect on the interest aroused among girls. Baseball has not been, up to the present time, a very popular game for girls. The lack of interest has proven to be due in large measure to the fact that girls cannot as a rule play the game very well, for the few girls who can play well enjoy the game as much as their brothers do. It is especially important to bear this in mind in organizing a program of activities that will arouse and hold the interest of seventh and eighth grade girls. By working out a program in which there is a logical progression from one lesson to another, by slowly increasing the ability to control the body, satisfaction and pleasure will be brought increasingly into the work. And in these grades, probably more than in any of the preceding grades, the teacher must so plan the work that it is enjoyed by those taking part. Girls do not as a rule gain enough experience in the game during childhood to enable them to play with ease and as at this age they are usually self-conscious they are likely to be unwilling to engage in an activity in which they appear at a disadvantage. Adequate training and ample opportunity for playing the games in the lower grades will in large measure take care of this difficulty. Until such a situation exists, however, unusual care must be taken in planning a program which will arouse the interest of the preadolescent girl.

There are many parts of the game that call for coaching and practice. One of these is base running. The base runner must be taught when to start, and in running to first base he must be urged to continue at top speed until he has reached the base, for at this base he is allowed to overrun the base without being put out, provided he turns away from second base on his return. There is a tendency on the part of many players to slow up before getting to the base and this is sometimes the cause of an "out" being made. Time is also often lost by batters in getting started on the run toward first base. Practice should be given in swinging the bat, transferring the weight to the left foot at the end of the swing, and in stepping out on the right foot toward first base.

Players in the field need practice in making quick decisions as to where to throw the ball in different situations that may arise in

a game. One way of giving this practice is to have a team stationed out in the field in playing positions. A ball may be thrown to any part of the field by the teacher who, at the same time gives such instructions as "First and second bases full." The player who gets the ball tells what should be done with it or he throws it to the place where he thinks it should go—to first base, to second, or to third. A variety of situations can be given in this way and more practice in making rapid decisions can be secured in five or ten minutes of such work than in a much longer period of time devoted to playing the game. Such practice stimulates the interest of the players and much pleasure can be derived from it.

Practice can be given in batting by dividing the group into as many sections as there are bats and balls. In each section each player in turn is given an opportunity to bat while the other players take turns as catcher, pitcher, and fielders. As the pitcher throws the ball he may call out the kind of hit the batter is to make.

GAMES OFFERING PRACTICE IN THE FUNDAMENTALS OF BASEBALL

1. Work Up

The class is divided into three or four groups according to the size of the playground. The members of each group are numbered consecutively from one to ten or whatever the number of players may be. Numbers one and two are batters, three is the catcher and four is the pitcher. The rest of the players are fielders. The object of the game is to have each player stay at bat as long as possible. The game is played like Baseball except that when an out is made the player who made the out becomes a fielder, taking the number of the last player on the team. Each of the other players is advanced to the next higher position—that is, number seven becomes number six, number six becomes number five, number five becomes pitcher and so on. The game is not played in innings. Individual scores may be kept and the player wins who has made the highest number of runs when the game is over.

2. Fly Ball Catch

This game is played according to the rules of Newcomb, page 58, with the exception of the fact that the rope or net should be ten feet above the ground.

3. Batting Distance Contest

This is a contest between teams but there is no definite formation, three or four of the members of each team being stationed out in the field to judge and to return the batted balls. The captain of team A selects one of his members to bat and the captain of team B selects one of the members of his team that he is willing to match against the other player in batting ability. The first player steps forward, tosses the ball into the air and bats it out into the field. The player selected to match him then does likewise. If the A player's ball went the greater distance, a point is scored for the A team and if the B player's ball went the greater distance, a point is scored for the B team. Play continues in this manner until each player of both teams has batted. The team wins that has the highest number of points.

Part IV
SKILL TESTS

CHAPTER X

THE PURPOSE OF THE SKILL TESTS

The tests given here to accompany the athletic program are of such simple nature that they can be given in any school. Their purpose is twofold; first, to serve as an incentive to the pupils for continued practice and improvement of skill, and second, to give the teacher some means of judging whether the group is up to standard or not. They should be of special value to the teacher of a rural school where, due to the varying ages of the pupils, it is more difficult to arouse a deep interest in activity than it is among children of similar interests. If Paul Jones, who is the only large boy in school and may consequently feel superior to the others in athletic ability, finds by consulting the table that he does not kick a Soccer Ball as accurately or as far as the average boy of his height and weight elsewhere, he will be more likely to organize games and play with the other children in order that he may gain this skill.

It is not claimed that these tests constitute a complete motor ability test. The number of tests to be given each term has been kept low for the reason that, with the existing crowded programs in our public schools, it is improbable that a greater number of tests could be used properly, that is, presented in such a way that after the first test there will be encouragement and opportunity for practice, followed by a second test to measure improvement in the tested skill. Only by such measurements will tests fulfill their function. The tests have been made very simple, since if wide application of the tests is to be made they must be put in the hands of teachers with no special training in Physical Education.

The choice of tests was further governed by the amount of equipment that is available in the average school. No school need be without at least one Soccer ball, one Basket Ball, one Baseball and a fifty-foot tape line; if a school has these, all of the

tests outlined here may be given. The tests have, through the kindness of the teachers mentioned in the Introduction, been given to over fifteen hundred children, but due to a somewhat elaborate classification this means that there are not very many children in any of the groups. The standard thus set, should not be considered as an absolute criterion for judging the accomplishment of any one child but it is hoped that such standards will help greatly in stimulating an interest in measuring achievement.

If each one of the three tests be given twice in the season it will mean that only one test is given every two weeks in a twelve-week term. Taking Soccer, for example, the first dribbling test might be given, after preliminary practice, at the end of the third week, then after much intervening practice the second one might be given the eighth week. The first accuracy kick test might come at the end of the fourth week, and the second one during the tenth week; the first distance kick test the sixth week, and the second test the twelfth week. No skill tests should be given the first two weeks at least, for this time will be taken by the pupils in gaining control of the ball. The term "practice," as used above, should be understood to mean primarily that practice which is derived from playing the many simple games given, and which will therefore be enjoyable.

If we wish to provide an opportunity for practice and to secure the maximum use of the playground and play equipment there should be some provision made which will enable the children to use play equipment at other times than during the instruction period. A card file system which requires the signing up by two children for any piece of equipment issued will be found satisfactory in most cases. These children are held responsible for proper care and safe return of the equipment. It is strongly urged that enough balls be provided so that each grade may have at least one ball and preferably two for the entire season. These are returned at the end of the season and equipment for the game of the succeeding season is issued. This plan assumes that there is some central distributing point, probably the principal's office, for equipment for all of the grades. In other schools a certain amount of play equipment is given to each room and the teacher has charge of seeing that this is used to the best advantage.

The classification presented here is one that was originated by Mr. Frederick J. Reilly of the public schools of New York City and is used with his permission. This method of classification has since been adopted by the American Physical Education Association's Committee on Motor Ability Tests for the elementary school. This classification furnishes an excellent basis for division of children into groups of approximately like capabilities. The fact that the factors of age, height, weight, and grade are all taken into consideration insures the securing of homogeneous groups. Age should be a factor in any reliable system of classification because of its relation to physical development while height and weight also help us in measuring physical development. The grade should be considered because a boy in an upper grade, even though small, has an advantage over the boy of his size in a lower grade, in that the upper grade boy has usually had more training and so should be handicapped accordingly.

There can be little satisfaction to the big boy of a group in throwing a ball farther than any one else in the room can throw it when he knows that his success is, to a large extent, due to his size. On the other hand, if by consulting the table of standards he finds that his score is among the best, even of those who are classified in the same group as he, he has a right to be proud of his achievement. It would, in all probability, have an even more salutary effect if he found his score to be lower than the average for his height, age, weight, and grade, for then he would have some incentive for working to improve his record. The small boy, too, is encouraged because, instead of competing against boys much larger than he, he can now compete against the records of other boys of his size and age in other schools. Teachers will find that it will help to keep up interest if they keep a chart somewhere in the room on which may be found the excellent, the average, the good, and the poor scores within each division. Such use of the tests should be of especial value to the teachers of a rural school where so often there is only one pupil in a given class.

Mr. Reilly's classification did not include the Junior class, which has been added here, so that the accomplishment of the

third and the fourth grades might also be standardized. As there is little difference shown between the scores of a boy of the third or the fourth grades and the scores of a girl of those same grades the same classification is used for both and the same standards are set for both. In the four upper grades, although the same tables furnish a basis for classifying both boys and girls, the standards of accomplishment set for the boys are different from those set for the girls as will be seen on consulting the tables. The classification is easily used, for in the upper grades at least, each child can work out his own classification and it will be better to have it done in this way because children will better understand the basis for division into groups and the reasons for such division.

The procedure in giving the tests must be carefully thought out by the teacher so that there is no waste of time. Tests can be and should be run off in a very short space of time. Equipment should be ready and although the tests can be given with the minimum of equipment listed above it will facilitate matters much if several balls are available. While one team is taking the test the others, under the leadership of their captains, should be busy at something else. There is no excuse for keeping a large group of pupils lined up while one person at a time takes the test. The scoring of the tests, that is, determining what each individual's score is, should be done by the teacher. The captain of each team records the score for each member of his team as the teacher gives it to him. The teacher should provide for this purpose a score sheet like the one below, if she wishes to keep a permanent record of all of the tests. Putting this record in a conspicuous place in the room for a day or two after the tests have been given often serves to keep up interest. The score sheet may be made with a hectograph or a mimeographing machine on ordinary mimeograph paper and need therefore cost very little. It should be fastened securely with thumb tacks to a piece of beaver board or to a drawing board of a size convenient to hold. Thus a good writing surface will be offered and the score will be legibly and accurately written. The names of the members of the teams should be written on the record sheet by the teacher before the meeting of the class so that there will be no confusion or loss of time.

SCORE SHEET FOR SKILL TESTS

_____ SEASON

NAME	CLASS	DIV.	TEST		TEST		TEST	
			1ST	2ND	1ST	2ND	1ST	2ND

Diagram 38. Diagram of Score Sheet to be used in giving the Skill Tests. Under "Class" should be placed, Jr., Sr., or Int. Under Division should be placed A, B, C, D or E. The blank spaces at the head of the double columns should be filled in with the name of the test, i.e., Dribbling Accuracy Test, etc. The score that is made the first time the tests are given should be placed in the first space and when the tests are repeated later in the term the results should be placed in the second space.

CLASSIFICATION OF BOYS AND GIRLS FOR ATHLETIC COMPETITION

JUNIOR CLASS—Pupils in 3rd and 4th grade

Exponents	4	5	6	7	8	9
Grade		3A	3B	4A	4B	
Age	Up to 8	8′1–9	9′1–9′6	9′7–10	10′1–11	11′1 or over
Height	Up to 4′	4′1–4′3	4′4–4′6	4′7–4′9	4′10-5′1	5′2 or over
Weight	Up to 50	51-60	61-68	69-76	77-84	85 or over

INTERMEDIATE CLASS—Pupils in 5th and 6th grades

Exponents	4	5	6	7	8	9
Grade		5A	5B	6A	6B	
Age	Up to 10	10′1–11	11′1–6	11′7–12	12′1–13	13′1 or over
Height	Up to 4′2	4′3–5	4′6–8	4′9–11	5–5′2	5′3 or over
Weight	Up to 64	65–74	75–84	85–94	95–104	105 or over

SENIOR CLASS—Pupils in 7th and 8th Grades

Exponents	4	5	6	7	8	9
Grade		7A	7B	8A	8B	
Age	Up to 12	12′1–13	13′1–6	13′7–14	14′1–15	15′1 or over
Height	Up to 4′4	4′5–8	4′9–5	5′1–3	5′4–6	5′7 or over
Weight	Up to 74	75–89	90–104	105–119	120–129	130 or over

	A	B	C	D	E
Sum of Exponents:	Up to 21	22–25	26–29	30–33	34 or over

Example—Boy in 5B
Age, 10′6
Height, 4′10
Weight, 84 lbs.

Exponent for Grade (see Grade)	6
Exponent for Age (see Age)	5
Exponent for Height (See Height)	7
Exponent for Weight (see Weight)	6
Total Sum of Exponents	24

N.B. Since the boy is in the fifth grade he is in the Intermediate Class. Since the sum of the four exponents is 24, he is placed in Class B, which includes all individuals whose exponents total 22 to 25. There are five groups in which a boy may be placed in each class.

CHAPTER XI

DIRECTIONS FOR GIVING THE TESTS

TESTS FOR FALL ACTIVITIES

I. Soccer Distance Kick

All the games for the fall season are of the Soccer type so in order to bring about a close relationship between the different parts of the program the tests used for the fall season are measures of ability in three of the fundamentals of Soccer. As has been said before, the tests can be run off more efficiently if several balls are available. A space free from obstruction will be needed for the giving of this test and a line about two feet long should be marked with lime somewhere near the middle of the end of this space. A board sunk in the ground will serve as a permanent and therefore a convenient mark. A tape line should be laid out on the ground extending out into the field at right angles to the two-foot line. If only a fifty-foot tape line is available it will be necessary in measuring the distance kicked by some of the older pupils to measure off a distance of from thirty to forty feet and start the tape line from that point.

The ball is placed on the two-foot line and the person taking the test stands back of the ball at such distance as will enable him to comply with the rule to take just one step forward as he kicks. Each pupil should try out this distance for himself so that he will not make a foul when he takes the test.

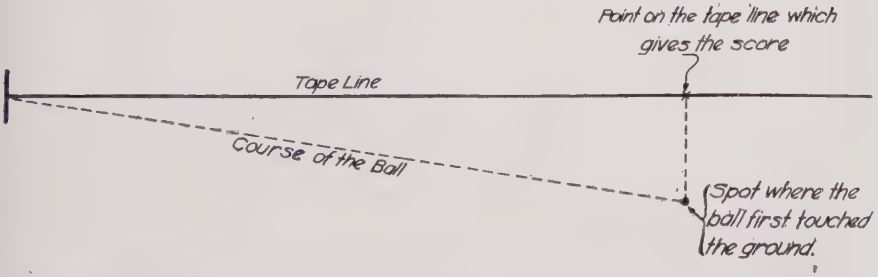


Diagram 39. Diagram of the field as arranged for for the Soccer Distance Kick Test.

The ball must be lifted clear of the ground, and the one in charge of the test should watch carefully so as to see the exact spot where the ball strikes the ground for the first time. A line drawn from this point, at right angles to the tape line will intersect the tape line at the point which gives the number of feet and inches constituting the score. The diagram will help to make this point clear.

It must be borne in mind that it is the point where the ball first strikes the ground and not the point to which it rolls that determines the score. Each pupil is given two trials, the second following the first immediately. The spot where the ball lands at the first trial should be noted and marked by having one of the other members of the group stand on it but it should not be measured until after the second trial has been made. Then the better one of the two, which is usually the second one, is measured, and this measurement is recorded as the score of the pupil. Much time is saved by this method.

A trial shall be considered a foul if the pupil taking the test takes more than one step in kicking or if he steps over the starting line. In case of a foul on either first or second trials, his other kick shall be measured. In case of two fouls he shall be given one more trial. In case of a foul on this trial his score shall be zero.

II. Soccer Accuracy Kick

This test must be given on a part of the playground at one side of the building where there is a blank wall with no windows or else it must be given indoors in a gymnasium or playroom or at the end of a hall where there is a wall area suitable for this use. A target is marked on the wall similar to the one shown in the diagram. The lower edge of the diagram should be the line where the wall and the floor meet. The lines of this target may be made with chalk, but it is recommended that permanent lines be painted. Such a target will present a neater appearance, will be more easily seen and will be a time saver in the end. White lines should be used if the color of the wall is dark and black ones if

the color is light. Having neatly painted, permanent lines will be less likely to encourage random marking on the walls than will be the case with less carefully marked chalk lines. A two-foot line is marked on the ground as in the Distance Kick. This line must be twenty-five feet from the target for the Juniors, thirty feet for the Intermediates, and thirty-five feet for the Seniors.

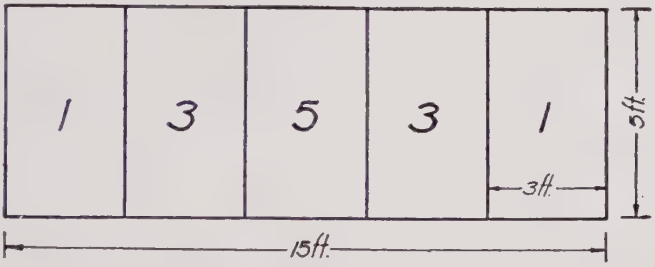


Diagram 39a. Diagram of the Target for the Soccer Accuracy Kick Test.

The individual taking the test kicks in the same manner as in the Distance Kick, each pupil being given five trials. In case fouls are made, however, no extra trials are given, as was the case in the Distance Kick. Five points are given if the ball hits the middle area, three points if the ball hits the space on either side of the middle area and one point if the ball hits either one of the outer areas. If the ball hits the line between two spaces the higher score is counted, *i.e.,* if the ball hits the line between the five-point area and the three-point area five points are counted. If the ball hits the upper line of any area points are awarded as if the ball had hit within the corresponding area. The same thing is true if the ball hits the end lines. The total number of points for five balls is the contestant's score.

III. Soccer Dribbling Test

A starting line is marked as in the Distance Kick or the same one may well be used. For the Juniors, one obstacle is placed fifteen feet from the starting line. This obstacle may be a box, a chair, or some natural obstacle, such as a stone or a tree. The pupil taking the test stands back of the ball, which is placed on the starting line. At a signal from the timekeeper he starts for-

ward, dribbling the ball around the obstacle and back to the starting point. Any watch with a second hand will do for timing this event. The teacher in charge of the group serves as time-keeper and stands at the starting point in order to see that no one steps over the line until the signal has been given and also in order to see the exact time at which the pupil finishes. The number of seconds and half-seconds which elapse between the time when the signal is given and the time when the pupil is again back of the starting line with his foot on the ball, is his score. A stop-watch aids in ease and in accuracy in timing the test, but the test can be given successfully without one.

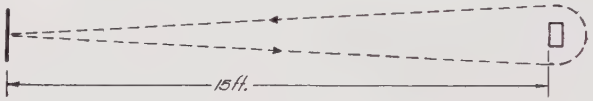


Diagram 40. Diagram showing the course that is to be followed by the Juniors in the Dribbling Test.

For the Intermediates and the Seniors two obstacles are placed at a distance of twenty-five feet and forty feet respectively from the starting line. In this case the ball is dribbled around the two obstacles in the manner shown in the diagram. In other respects the test is conducted in the same manner as for the Juniors.

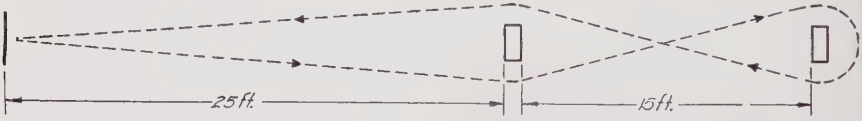


Diagram 41. Diagram showing the course that is to be followed by the Intermediates and the Seniors in the Dribbling Test.

TESTS FOR WINTER ACTIVITIES

I. Basket Ball Distance Throw

The games for the winter season are of the Basket Ball type and consequently the tests are measures of achievement of the fundamental elements of skill in Basket Ball. However, it must be borne in mind that the ball used by the Juniors in their games is a Volley Ball and therefore a Volley Ball is used for their skill tests. The method of throwing used for the Juniors is the single under-arm pass described on page 55. The pupil being tested

stands with the left side toward the line of direction. He may take one or more steps forward in the direction in which the ball is to travel provided he does not step across the starting line. Two trials are given in this test as in the Distance Kick Test, and it is measured in the same manner. The point at which the ball first touches the ground must be noted instead of the spot to which it rolls, and the time-saving suggestion for measuring only the better one of the two trials is equally applicable here. It is a foul to overstep the starting line in throwing, and the same rules are used with regard to fouls here as in the case of a foul in Distance Kicking.

For the Intermediates and the Seniors a Basket Ball is used and here also the ball is thrown with a single under-arm pass throw, as described on page 55. All other regulations and suggestions are the same as those given for the Juniors.

II. Basket Ball Accuracy Throw

A target consisting of three concentric circles is marked on the wall. Suggestions for marking the target for the Soccer Accuracy Kick should be referred to here. The diameter of the inner circle is twenty inches; the distance between this circle and the next one is ten inches and the distance between the latter circle and the outermost one is also ten inches. The lower edge of the target should be one foot from the floor.

The method of throwing is the same as that used in the Distance Throw, *i.e.*, the single side-arm pass. A throwing line must be marked upon the ground or on the floor, twenty feet away from the target for the Juniors, twenty-five feet for the Intermediates, and thirty feet for the Seniors. It is a foul to overstep the throwing line and any score made while doing so shall not be counted. As in the Soccer Accuracy Kick five trials are given each contestant, and the method of scoring is the same. If the ball hits the central area or the circle bounding it, five points are scored; if the ball hits within the next area or on its boundary line, three points are scored; if the ball hits within the next area or on the outermost circle, one point is scored. The total number of points for five balls is the contestant's score.

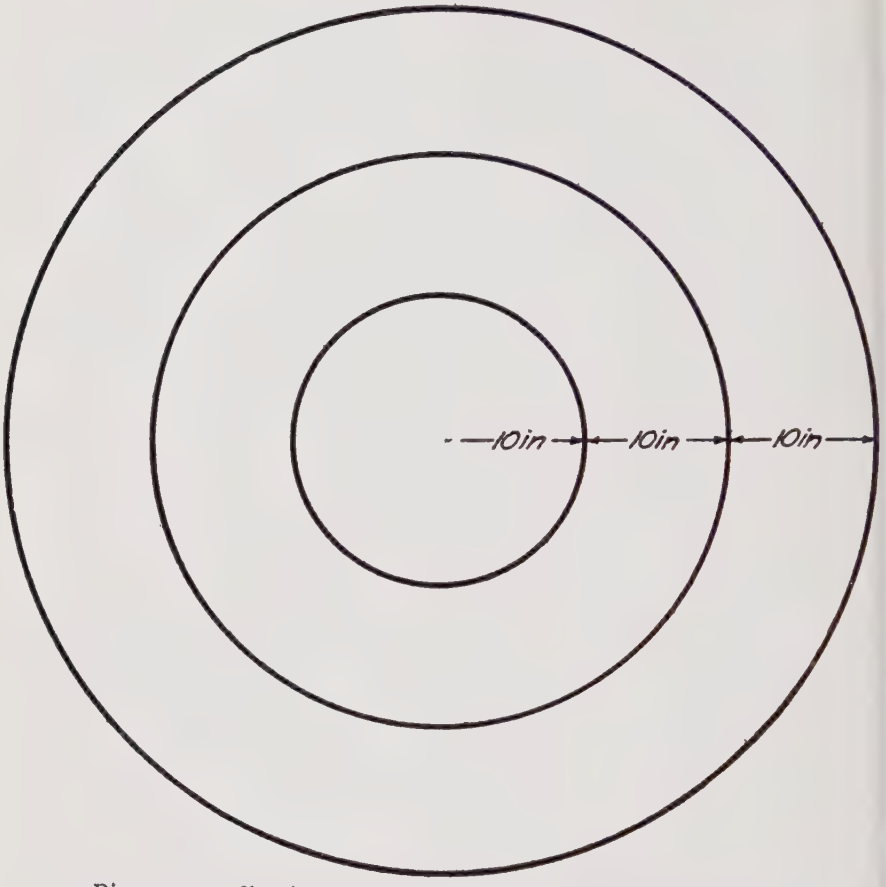


Diagram 42. Showing target for Basket Ball Accuracy Throw Test.

III. Speed in Throwing and Catching

In this test it is especially desirable that several balls be used, for five or six children may take the test at one time if each has a ball. Here, as in the other tests, the Juniors use a Volley Ball and the Intermediates and the Seniors use a Basket Ball. A throwing line fourteen or sixteen feet long (if several are taking the test at one time; if only one is taking it a two-foot line will do) is marked on the ground or the floor six feet from the wall for the Juniors and eight feet from the wall for the Intermediates and the Seniors. The contestants are lined up side by side behind the throwing line and at signal from the time-keeper each one

throws his ball against the wall in such a manner that it will bounce back so that he can catch it. He continues to do this as rapidly as possible until given the signal to stop. His score will be the number of times he bounces the ball against the wall in the thirty seconds given him by the time-keeper. The score of each contestant is counted by another pupil who stands just behind him and counts the number of times the ball strikes the wall. No ball thrown while the contestant is stepping over the line shall be counted. The contestant may step over the line to retrieve a ball but he must get back of the line again before throwing if he wishes that score to count. The pupils must be lined up with enough distance between them so that they do not interfere with each other in throwing or recovering the ball. If, after hitting the wall, the ball drops to the floor it should still be counted because the contestant who does this will make a poor score because of his slowness in recovering the ball and will therefore be penalized enough in that way.

TESTS FOR SPRING ACTIVITIES

Following out the same plan that has been carried out in this program up to this point tests for three of the fundamental skills of baseball are given. A test in batting has been omitted because of the difficulty of devising a simple test to measure the ability of the contestant alone, uninfluenced by the ability of some other person, *i.e.*, the one who pitches the ball to him.

I. Baseball Distance Throw

The overhand throw is used for all groups and all rules given for measuring the Soccer Distance Kick should be used for this test. The person taking the test may take any number of steps forward in throwing provided he does not overstep the starting line. In all other respects the test is conducted in the same manner as the Distance Kick.

II. Accuracy Throw

For this test a target is marked on the wall as in the other two Accuracy Tests. If wall space for these tests is limited all

three of the targets may be drawn in the same place if different colors are used for each target. For instance the Soccer target

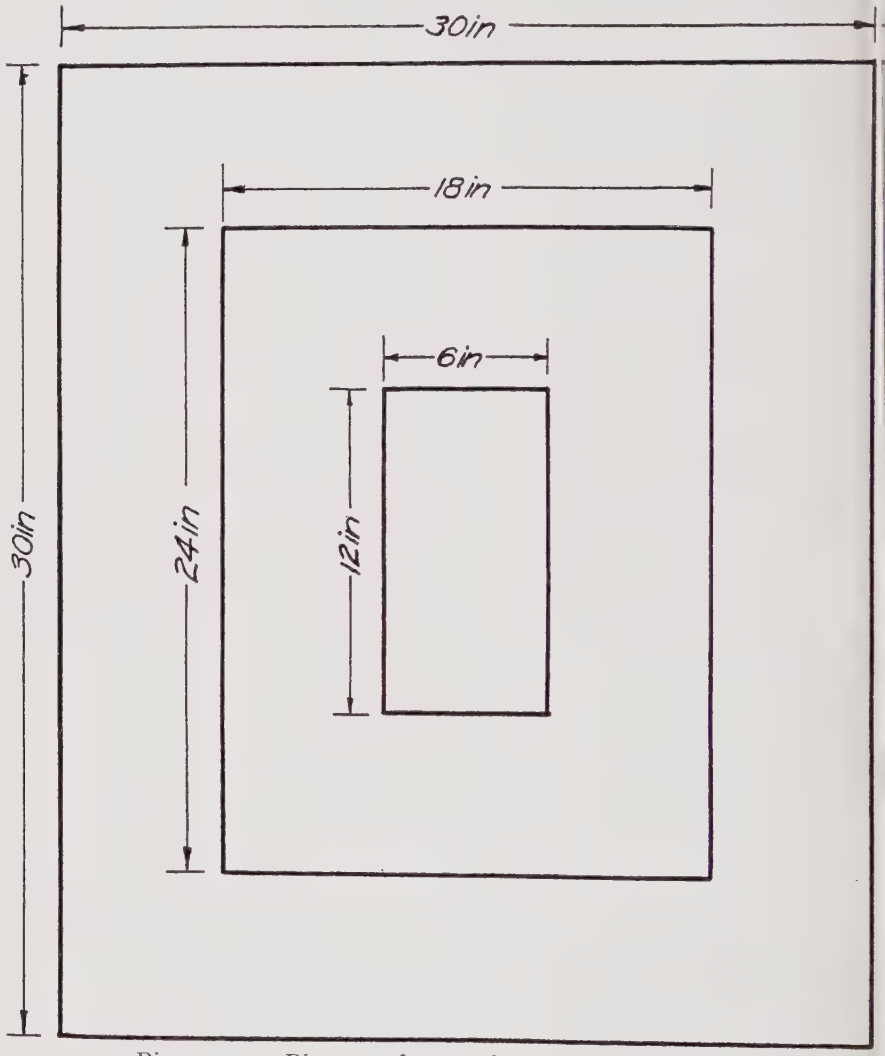


Diagram 43. Diagram of target for the Accuracy Throw.

might be blue, the Basket Ball target might be orange and the Baseball target might be white. If neatly painted with lines one-half inch in width these targets need not disfigure the wall. Canvas or muslin targets may be tacked or fastened to the wall by some

other means if permanent targets are not desired. These can be taken down and put away when not in use. This however is an undesirable feature for there will be no opportunity for practice, while if the targets are always on the playground where they can be used many children will use them. A type of target that is liked better than the wall target for the baseball test is one that has been in use in the Training School of the Illinois State Normal University for several years. A wooden target is set up on a substantial frame. The center rectangle has been sawed out so that in scoring five points the ball must go through the opening.

The target for this test is thirty by thirty-six inches with its lower edge six inches from the ground. The inner rectangle is six by twelve inches, the second extends six inches beyond the first on all sides, and the outer border is six inches from the second rectangle.

The Juniors stand twenty feet from the target and the Intermediates and Seniors stand on a line thirty feet from the target. The pupil taking the test stands with his heels on the line as the pitcher would heel the rear line of the pitcher's box. The underhand throw is used and the contestant takes one step forward in throwing.

Each contestant is given five trials. Five points are given for hitting the center area or the line bounding it, three points for hitting the outer area or the line bounding it. The score is the total number of points for five trials.

III. Fielding a Fly Ball

A line is marked on the wall ten feet from the ground for the Seniors, another line seven feet from the ground for the Intermediates and still another five feet from the ground for the Juniors. The pupil being tested stands at whatever distance from the wall is convenient and throws the ball against the wall above the line specified for his class and catches it on the rebound. The number of times he can do this in the thirty seconds allowed him by the time-keeper is his score.

In this test as in the Basket Ball Speed Test several pupils can take the test at once. They should be lined up in readiness for the test, with another child behind each contestant to serve as scorer.

The teacher gives the signal to go and each scorer counts the number of times his contestant throws at the wall, until the teacher gives the signal to stop. As in the Basket Ball test it is unnecessary to consider dropping the ball a foul because the loss of time will lower the score of the individual who does drop the ball and he is penalized in that way.

CHAPTER XII

TABLES OF STANDARDS OF ACCOMPLISHMENT

These standards have been worked out from the results of tests given to fifteen hundred children. While it is realized that this is too small a number to allow the standards set to be considered to be a thoroughly reliable means of measuring progress, it is thought that the publishing of such tables may stimulate an interest in securing reliable standards. Any teachers who are interested are urged to send the results of their tests to the author.

I. SOCCER DISTANCE KICKING TEST *

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–9	0–14	0–20	0–20	0–26
	B	0–11	0–16	0–25	0–24	0–28
	C	0–13	0–17.5	0–28	0–27.5	0–30
	D	0–15	0–18	0–30	0–30	0–36
	E	0–17	0–20	0–33	0–35	0–42
Fair	A	9.5–16	14.5–22	20.5–26	20.5–28.5	26.5–40
	B	11.5–20	16.5–24.5	25.5–28	24.5–33.5	28.5–41
	C	13.5–23.5	18–25	28.5–32	28–36.5	30.5–44.5
	D	15.5–24	18.5–28	30.5–36.5	30.5–39	36.5–49
	E	18–27	20.5–32	33.5–40	35.5–42.5	42.5–53
Average	A	17–25	22.5–29.5	26.5–36	29–36	40.5–49.5
	B	20.5–30	25–32.5	28.5–40	34–39.5	41.5–51.5
	C	24–34.5	25.5–35.5	32.5–44	37–41	45–52
	D	24.5–36	28.5–37.5	37–48	39.5–47.5	49.5–56
	E	28–39	32.5–40.5	40.5–50	43–52	53.5–60.5
Good	A	25.5–36.5	30–38.5	36.5–40.5	36.5–43	50–53.5
	B	30.5–41.5	33–45.5	40.5–45	40–47.5	52–57
	C	35–45	36–45.5	44.5–49.5	41.5–49.5	52.5–60.5
	D	36.5–49	38–47	48.5–53.5	48–54.5	56.5–62.5
	E	39.5–52	41–53.5	50.5–57.5	52.5–59.5	61–70
Excellent	A	37 or above	39 or above	41 or above	43.5 or above	54 or above
	B	42 or above	44 or above	45.5 or above	48 or above	57.5 or above
	C	45.5 or above	46 or above	50 or above	50 or above	61 or above
	D	49.5 or above	47.5 or above	54 or above	55 or above	63 or above
	E	52.5 or above	54 or above	58 or above	60 or above	70.5 or above

* For directions for giving the test refer to page 111.

II. SOCCER ACCURACY KICKING TEST *

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–2	0–2	0–2	0–2	0–4
	B	0–3	0–2	0–2	0–2	0–5
	C	0–3	0–3	0–5	0–4	0–5
	D	0–4	0–3	0–6	0–4	0–6
	E	0–8	0–4	0–7	0–5	0–7
Fair	A	3–6	3–6	3–7	3–4	5–7
	B	3–7	3–6	3–8	3–4	6–7
	C	4–7	4–8	6–10	4–6	6–8
	D	5–8	4–8	7–11	5–6	7–9
	E	9–11	5–9	8–12	6–7	8–10
Average	A	7–9	7–9	8–11	5–7	8–12
	B	8–11	7–10	9–12	5–8	8–13
	C	8–11	9–11	11–13	7–9	9–13
	D	9–12	9–11	12–13	7–10	10–14
	E	12–15	10–12	13–16	8–11	11–15
Good	A	10–13	10–14	12–15	8–10	13–15
	B	12–14	11–16	13–16	9–11	14–15
	C	12–15	12–16	14–18	10–12	14–16
	D	13–16	12–17	14–19	11–14	15–16
	E	16–18	13–18	17–20	12–15	16–18
Excellent	A	14–25	15–25	16–25	11–25	16–25
	B	15–25	17–25	17–25	12–25	16–25
	C	16–25	17–25	19–25	13–25	17–25
	D	17–25	18–25	20–25	15–25	17–25
	E	19–25	19–25	21–25	16–25	19–25

* For directions for giving the test refer to page 112.

III. SOCCER DRIBBLING TEST *

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	above 19	above 28	above 28	above 28	above 22
	B	above 18	above 26	above 27	above 27	above 22
	C	above 18	above 25	above 26	above 26	above 21
	D	above 17	above 25	above 23	above 25	above 20
	E	above 16	above 24	above 22	above 24	above 19
Fair	A	18–17	27–24	27–23	27–25	21–19
	B	17–16	25–23	26–22	26–25	21–18
	C	17–15	24–22	25–21	25–24	20–17
	D	16–15	24–21	22–21	24–23	19–17
	E	15–14	23–20	21–19	23–21	18–16
Average	A	16–14	23–20	22–20	24–21	18–16
	B	15–13	22–18	21–19	24–20	17–16
	C	14–12	21–16	20–18	23–20	16–15
	D	14–12	20–16	20–18	22–19	16–14
	E	13–11	19–15	18–15	20–17	15–13
Good	A	13–12	19–18	19–18	20–18	15–14
	B	12–11	17–16	18–16	19–17	15–14
	C	11–10	15–14	17–15	19–16	14–13
	D	11–9	15–13	17–14	18–14	13–12
	E	10–8	14–12	14–13	16–12	12–10
Excellent	A	11 or below	17 or below	17 or below	17 or below	13 or below
	B	10 or below	15 or below	15 or below	16 or below	13 or below
	C	9 or below	13 or below	14 or below	15 or below	12 or below
	D	8 or below	12 or below	13 or below	13 or below	11 or below
	E	7 or below	11 or below	12 or below	11 or below	9 or below

* For directions for giving the test refer to page 113.

IV. BASKET BALL DISTANCE THROWING TEST*

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–9	0–14	0–16.5	0–15	0–25
	B	0–10	0–15	0–18	0–17.5	0–28.5
	C	0–12	0–17.5	0–20	0–19	0–33
	D	0–15	0–19.5	0–24.5	0–21	0–40
	E	0–19.5	0–23	0–28	0–25	0–45.5
Fair	A	9.5–11	14.5–17	17–27.5	15.5–25.5	25.5–30.5
	B	10.5–12.5	15.5–19	18.5–31	18–29.5	29–38
	C	12.5–15.5	18–22.5	20.5–31.5	19.5–31.5	33.5–40.5
	D	15.5–18.5	20–26.5	25–34.5	21.5–33	40.5–50.5
	E	20–22	23.5–28.5	28.5–36	25.5–37.5	46–54.5
Average	A	11.5–15.5	17.5–21.5	28–31.5	26–31.5	31–38.5
	B	13–17.5	19.5–25.5	31.5–35.5	30–35	38.5–45
	C	16–19.5	23–29	32–36.5	32–38.5	41–50
	D	19–22	27–31.5	35–38.5	33.5–39	51–57.5
	E	22.5–24	29–33.5	36.5–42	38–43.5	55–61.5
Good	A	16–19.5	22–28.5	32–36	32–36.5	39–44.5
	B	18–22.5	26–32.5	36–39.5	35.5–39.5	45.5–53
	C	20–24.5	30–35.5	37–41.5	39–40.5	50.5–58.5
	D	22.5–27.5	32–36.5	39–44.5	40–42.5	58–67.5
	E	24.5–30.5	34–39.5	42.5–49.5	44–48.5	62–70.5
Excellent	A	20 or above	29 or above	36.5 or above	37 or above	45 or above
	B	23 or above	33 or above	40 or above	40 or above	53.5 or above
	C	25 or above	36 or above	42 or above	41 or above	59 or above
	D	28 or above	37 or above	45 or above	43 or above	68 or above
	E	31 or above	40 or above	50 or above	49 or above	71 or above

*For directions for giving the test refer to page 114.

V. BASKET BALL ACCURACY THROWING TEST *

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–1	0–1	0–1	0–1	0–1
	B	0–2	0–2	0–2	0–2	0–2
	C	0–2	0–2	0–3	0–2	0–3
	D	0–3	0–3	0–4	0–3	0–3
	E	0–3	0–4	0–5	0–3	0–4
Fair	A	2–3	2–3	2–3	2–4	2–3
	B	3–4	3–4	3–5	3–5	3–5
	C	3–4	3–4	4–5	3–6	4–6
	D	4–5	4–5	5–6	4–6	4–8
	E	4–5	5–6	6–7	4–8	5–9
Average	A	4–4	4–5	4–6	5–7	4–8
	B	5–5	5–6	6–7	6–7	6–9
	C	5–6	5–6	6–8	7–8	7–10
	D	6–6	6–7	7–9	7–10	9–11
	E	6–7	7–8	8–9	9–12	10–12
Good	A	6–7	6–9	7–10	8–9	9–11
	B	6–8	7–10	8–11	8–11	10–12
	C	7–9	7–12	9–12	9–12	11–13
	D	7–10	8–12	10–13	11–13	12–15
	E	8–11	9–13	10–14	13–14	13–16
Excellent	A	8–25	10–25	11–25	10–25	12–25
	B	9–25	11–25	12–25	12–25	13–25
	C	10–25	13–25	13–25	13–25	14–25
	D	11–25	13–25	14–25	14–25	16–25
	E	12–25	14–25	15–25	15–25	17–25

* For directions for giving the test refer to page 115.

VI. SPEED TEST IN THROWING A BASKET BALL*

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–7	0–7	0–7	0–8	0–10
	B	0–8	0–7	0–11	0–9	0–11
	C	0–9	0–8	0–12	0–10	0–13
	D	0–10	0–9	0–14	0–11	0–16
	E	0–11	0–10	0–15	0–12	0–18
Fair	A	8–9	8–9	8–9	9–11	11–13
	B	9–10	8–10	12–14	10–12	12–14
	C	10–11	9–10	13–15	11–13	14–17
	D	11–12	10–11	15–18	12–14	17–18
	E	12–13	11–12	16–19	13–15	19–20
Average	A	10–11	10–11	10–14	12–15	14–16
	B	11–12	11–12	15–16	13–15	15–17
	C	12–14	11–13	16–17	14–16	18–20
	D	13–15	12–13	19–21	15–17	19–21
	E	14–16	13–15	20–22	16–19	21–23
Good	A	12–15	12–13	15–16	15-16	17–19
	B	13–16	13–16	17–18	16–17	18–20
	C	15–16	14–16	18–20	17–18	21–22
	D	16–17	14–19	22–23	18–19	22–24
	E	17–18	16–21	23–24	20–21	24–26
Excellent	A	16 or above	14 or above	17 or above	16 or above	20 or above
	B	17 or above	17 or above	19 or above	18 or above	21 or above
	C	17 or above	17 or above	21 or above	19 or above	23 or above
	D	18 or above	20 or above	24 or above	20 or above	25 or above
	E	19 or above	22 or above	25 or above	22 or above	27 or above

*For directions for giving the test refer to page 116.

VII. BASEBALL DISTANCE THROWING TEST *

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–17	0–18	0–25	0–24	0–34
	B	0–21	0–23	0–29.5	0–27	0–39
	C	0–28	0–29	0–33.5	0–31.5	0–43.5
	D	0–31.5	0–32.5	0–37.5	0–34.5	0–49.5
	E	0–33	0–36	0–43	0–39	0–55
Fair	A	17.5–27.5	18.5–28	25.5–37.5	24.5–32.5	34.5–47.5
	B	21.5–31.5	23.5–33.5	30–40.5	27.5–39	39.5–52.5
	C	28.5–33.5	29.5–36.5	34–48.5	32–43.5	44–59
	D	32–35.5	33–39.5	38–49.5	35–44.5	50–63.5
	E	33.5–37.5	36.5–42	43.5–56.5	39.5–46.5	55.5–69
Average	A	28–34.5	28.5–35	38–51.5	33–44.5	48–57
	B	32–37	34–41.5	41–52	39.5–50.5	53–63.5
	C	34–41.5	37–46.5	49–61.5	44–51.5	59.5–68.5
	D	36–46.5	40–49	50–65.5	45–53.5	64–73.5
	E	38–49.5	42.5–53	57–69	47–59.5	69.5–76.5
Good	A	35–40	35.5–47.5	52–59	45–53	57.5–66.5
	B	37.5–42.5	42–51	52.5–63.5	51–56.5	64–74.5
	C	42–50	47–58	62–69.5	52–60	69–82.5
	D	47–55.5	49.5–60.5	66–75.5	54–65	74–87
	E	50–60.5	53.5–64.5	69.5–79.5	60–69.5	77–90
Excellent	A	40.5 or above	47 or above	59.5 or above	53.5 or above	67 or above
	B	43 or above	51.5 or above	64 or above	57 or above	75 or above
	C	50.5 or above	58.5 or above	70 or above	60.5 or above	83 or above
	D	56 or above	61 or above	76 or above	65.5 or above	87.5 or above
	E	61 or above	65 or above	80 or above	70 or above	90.5 or above

* For directions for giving the test refer to page 117.

VIII. BASEBALL ACCURACY THROWING TEST *

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–1	0–1	0–1	0–1	0–2
	B	0–1	0–1	0–2	0–2	0–2
	C	0–2	0–2	0–3	0–2	0–3
	D	0–2	0–2	0–3	0–2	0–3
	E	0–2	0–2	0–3	0–3	0–3
Fair	A	2–3	2–3	2–3	2–3	3–4
	B	2–3	2–3	3–4	3–4	3–5
	C	3–4	3–4	4–5	3–4	4–5
	D	3–5	3–5	4–5	3–5	4–6
	E	3–5	3–5	4–5	4–6	4–7
Average	A	4–4	4–4	4–6	4–6	5–7
	B	4–5	4–5	5–7	5–6	6–8
	C	5–6	5–6	6–7	5–7	6–9
	D	6–7	6–7	6–8	6–8	7–9
	E	6–7	6–8	6–9	7–9	8–10
Good	A	5–6	5–6	7–8	7–8	8–9
	B	6–7	6–7	8–9	7–9	9–10
	C	7–8	7–8	8–10	8–10	10–11
	D	8–9	8–9	9–10	9–11	10–12
	E	8–9	9–10	10–11	10–11	11–14
Excellent	A	7–25	7–25	9–25	9–25	10–25
	B	8–25	8–25	10–25	10–25	11–25
	C	9–25	9–25	11–25	11–25	12–25
	D	10–25	10–25	11–25	12–25	13–25
	E	10–25	11–25	12–25	12–25	15–25

* For directions for giving the test refer to page 117.

IX. SPEED TEST IN FIELDING A FLY BALL*

		Juniors	Intermediates		Seniors	
			Girls	*Boys*	*Girls*	*Boys*
Poor	A	0–8	0–7	0–9	0–9	0–9
	B	0–10	0–10	0–10	0–10	0–11
	C	0–12	0–11	0–11	0–11	0–13
	D	0–13	0–12	0–12	0–12	0–15
	E	0–14	0–13	0–14	0–13	0–16
Fair	A	9–10	8–10	10–13	10–11	10–12
	B	11–12	11–13	11–14	11–13	12–14
	C	13–15	12–14	12–15	12–14	14–15
	D	14–16	13–15	13–16	13–15	16–17
	E	15–17	14–16	15–18	14–16	17–18
Average	A	11–13	11–14	14–15	12–13	13–15
	B	13–14	14–15	15–17	14–15	15–17
	C	16–18	15–16	16–18	15–16	16–18
	D	17–19	16–18	17–20	16–18	18–19
	E	18–20	17–19	19–21	17–20	19–20
Good	A	14–15	15–17	16–17	14–15	16–18
	B	15–18	16–19	18–19	16–17	18–19
	C	19–21	17–20	19–21	17–19	19–22
	D	20–22	19–21	21–22	19–22	20–24
	E	21–23	20–23	22–24	21–25	21–28
Excellent	A	16 or above	18 or above	18 or above	16 or above	19 or above
	B	19 or above	20 or above	20 or above	18 or above	20 orabove
	C	22 or above	21 or above	22 or above	20 or above	23 or above
	D	23 or above	22 or above	23 or above	23 or above	25 or above
	E	24 or above	24 or above	25 or above	26 or above	29 or above

*For directions for giving the test refer to page 119.

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